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Elementary School Teachers' Acceptance of the Digital Media *Canva* Site in Deep Learning-Based Instruction: A Study Using the UTAUT Model

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Abstract

The world of education is required to continue to innovate, including in the way teachers compile teaching materials that are interesting and relevant to students. One of the main challenges is how teachers can accept and utilize new technology optimally in teaching and learning activities. The study aimed to find out the extent to which elementary school teachers accept the use of *Canva* to create deep learning-based teaching materials, which encourage students' deep understanding. Using a quantitative approach, this study involved 149 elementary school teachers in the city of Bandung as respondents. An instrument in the form of a questionnaire was developed based on the UTAUT framework, and the data were analyzed by linear regression. The results show that performance expectations, ease of use, social influence, and availability of technical support all play an important role in shaping teachers' intentions to use *Canva*. These findings show that teachers respond positively to this technology and see it as an effective tool in developing more meaningful learning. In conclusion, successful adoption of technologies like *Canva* requires real support in the form of training, tools, and school policies that encourage innovation in the classroom.

Keywords: technology acceptance; *canva* site; UTAUT; deep learning; elementary school

INTRODUCTION

The integration of digital technology in the learning process at the elementary school level is now one of the keys to creating learning activities that are interesting, interactive, and oriented towards students' deep understanding. Teachers are required to be able to utilize various innovative media that not only convey information, but also foster students' involvement and conceptual understanding. One of the fast-growing media is *Canva*, a web-based graphic design platform that makes it easy for teachers to create visual and attractive teaching materials (Hapsariwijayanti, 2024; Rahmawati et al., 2024).

Unfortunately, that hope still often clashes with the reality on the ground. Many elementary school teachers are still struggling with monotonous teaching materials, are not yet visual, and have not made the most of technology. Some of the causes include the limited digital skills of teachers, the lack of relevant training, and the lack of optimal support from schools (Fauzi & Pratama, 2023; Rahmawati et al., 2022). In addition, the level of acceptance and comfort of teachers in using this technology is still a challenge, especially considering the difference in the level of digital competence and institutional support (Andriyani, 2025; Wijaya,

2025). As a result, learning has not been able to revive students' enthusiasm for active and meaningful learning.

Departing from this situation, then there is a need for solutions that are not only innovative, but also easy for teachers to use. One promising option is *Canva*—a web-based graphic design platform that allows teachers to create digital teaching materials easily, quickly, and engagingly. *Canva* has been proven to help teachers create more vibrant and colorful learning media (Maharani & Suhendra, 2023), while supporting the spirit of independent learning that is now echoed in the Kurikulum Merdeka (Kemdikbudristek, 2022).

So far, attention to teachers' acceptance of digital media such as *Canva* has been relatively minimal, although the trend of its use in learning has continued to increase in recent years. Many studies focus more on assessing how effectively media is used by students, rather than how teachers feel comfortable or confident in using it in the classroom (Scherer et al., 2019; Nasution et al., 2023). Some previous research has shown that although *Canva* is starting to be used at various levels of education, the focus of research is generally still on the effectiveness of its use, not on the level of teachers' acceptance of the medium. For example, research by Syahid et al. (2022) found that most teachers in Indonesia still experience a digital skills gap in utilizing online learning media. Habibah's research (2025) also shows that prospective elementary school teachers view *Canva* as a creative collaborative medium, but not all are able to use it optimally. In addition, a study by Naipospos (2025) highlights that Pancasila Education teachers in Karawang have only begun to explore *Canva* as a digital learning media design tool in 2022 and still need further training. Meanwhile, research by Mahendra (2025) and Yulisman (2024) confirms that teachers' digital competence can be improved through *Canva*-based training, but the acceptance and sustainability factors of its use in educational practice are still limited. This is in line with the findings of research by Nurhasanah and Suryadinata (2024) which indicate that although the UTAUT model is relevant for explaining teachers' intentions to use technology, research on its application in the context of media such as *Canva* at the elementary school level is still rare.

Therefore, it is important to dig deeper into how elementary teachers accept the presence of *Canva* as a tool in deep learning-based learning. This study adopts the UTAUT (Unified Theory of Acceptance and Use of Technology) model to thoroughly analyze various influencing factors, such as perception of benefits, ease of use, influence of the social environment, and availability of support (Venkatesh et al., 2003; Dwivedi et al., 2020). Through this study, it is hoped that we can understand more clearly what teachers really need so that technology can be a true partner in creating meaningful learning.

METHOD

This study uses a quantitative approach to evaluate the relationship between variables in the UTAUT model framework. The correlational method was chosen to test the influence of independent variables (such as performance expectations and business expectations) on dependent variables (intention of use and actual use). The research design used a correlational survey by distributing questionnaires to respondents, an effective method to measure users' perception of educational technology (Venkatesh et al., 2003). This approach is considered appropriate because it is able to provide empirical evidence on the acceptance of technology in the context of deep learning (Sekaran & Bougie, 2016).

This study collected data through the distribution of questionnaires as the main instrument. The selection of this method is based on the findings of various studies that state that questionnaire surveys are the most effective and commonly used tool in evaluating the acceptance and intention to use a technology. The questionnaire used is divided into two main parts: the first part includes questions related to the demographic characteristics of the respondents, while the second part consists of 35 statements compiled based on the UTAUT model. To measure respondents' responses, researchers applied a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) which was chosen for its ability to provide accurate measurement results and has been proven to be reliable in various similar studies.

This research was conducted in the even semester of the 2024–2025 academic year by involving 149 elementary school teachers as the main sample. Respondents came from the city and Regency of Bandung in West Java. All participants expressed their willingness to participate in the study voluntarily. Data collection was carried out through the distribution of online questionnaires via WhatsApp groups, emails, and direct distribution to teachers with the provision that each respondent could only fill in once. Of the total 149 teachers who responded with various characteristics of age, gender, and teaching experience. A complete profile of respondents' demographic characteristics is presented in the form of a summary table in the research results section.

Table 1. Demographic Teacher Data

Items	Demographics	Total	Percentage
Gender	Male	52	35 %
	Female	97	65 %
Age	25-34	55	37 %
	35-44	94	63 %
Teaching Experience	1-5	45	30%
	6-10	60	40%
	11-20	44	30%

The study involved 149 elementary school teachers in the city of Bandung as respondents. The composition of respondents included 52 male teachers (35%) and 97 female teachers (65%). In terms of age, respondents were divided into two groups: 55 teachers (37%) with an age range of 25-34 years, 94 teachers (63%) with an age range of 35-44 years. In terms of teaching experience, respondents were divided into three groups: 45 teachers (30%) with 1-5 years of experience, 60 teachers (40%) with 6-10 years of experience, and 44 teachers (30%) with 11-20 years of experience.

Data analysis was conducted using Smart-PLS (Partial Least Squares) with consideration of its ability to handle predictive models with medium samples. This technique allows testing of complex relationships between latent variables through several stages: (1) Validation of the measurement model (2) Assessment of the structural model (3) Test of the proposed hypothesis. The bootstrapping process was carried out to test the significance of the influence between variables, with the t-value criterion > 1.96 showing a very strong relationship (Hair et al., 2019).

The study measured five key indicators based on the UTAUT model: *(1) Performance Expectancy, (2) Effort Expectancy, (3) Social Influence, (4) Facilitating Conditions, (5) Behavioral Intention*. The measurement instrument uses a questionnaire with a 5-point Likert

scale that has been tested for validity and reliability (Hair et al., 2019). The questionnaire as a research instrument consists of two parts, with the first part containing questions to collect respondent demographic data. Meanwhile, the second part contains questions that aim to identify the factors that affect the intention of primary school teachers to use the digital media of the *Canva* website. Respondents' participation is voluntary with written consent, ensuring research ethics while increasing the reliability of the data (Sekaran & Bougie, 2016).

RESULTS AND DISCUSSION

Result

The data normality test aims to ensure that the data distribution of each instrument item is normal. The values of Excess Kurtosis and Skewness are a reference in determining whether the data distribution is normal or deviates from normality. A data is said to be normal if the Excess Kurtosis and Skewness values do not exceed 2.2 (Morchid, 2019).

Table 2. Measurement results of the data normality test

Indicators	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
KP1PE	1	0	4.644	5.000	3.000	5.000	0.506	-0.453	-0.920
KP2PE	2	0	4.617	5.000	3.000	5.000	0.526	-0.339	-0.904
KP3PE	3	0	4.584	5.000	3.000	5.000	0.532	-0.631	-0.746
KP4PE	4	0	4.624	5.000	4.000	5.000	0.484	-1.755	-0.516
KP5PE	5	0	4.597	5.000	4.000	5.000	0.490	-1.864	-0.401
KM1EE	6	0	4.537	5.000	3.000	5.000	0.512	-1.558	-0.301
KM2EE	7	0	4.550	5.000	2.000	5.000	0.549	1.320	-0.940
KM3EE	8	0	4.557	5.000	3.000	5.000	0.510	-1.495	-0.385
KM4EE	9	0	4.570	5.000	3.000	5.000	0.521	-1.044	-0.573
KM5EE	10	0	4.584	5.000	3.000	5.000	0.506	-1.382	-0.505
KS1FC	11	0	4.530	5.000	3.000	5.000	0.574	-0.403	-0.763
KS2FC	12	0	4.517	5.000	3.000	5.000	0.526	-1.270	-0.347
KS3FC	13	0	4.490	5.000	3.000	5.000	0.539	-1.086	-0.331
KS4FC	14	0	4.510	5.000	3.000	5.000	0.539	-1.026	-0.431
KS5FC	15	0	4.604	5.000	3.000	5.000	0.503	-1.273	-0.590
KW1BI	16	0	4.577	5.000	2.000	5.000	0.558	1.641	-1.130
KW2BI	17	0	4.584	5.000	3.000	5.000	0.506	-1.382	-0.500
KW3BI	18	0	4.523	5.000	3.000	5.000	0.526	-1.249	-0.336
KW4BI	19	0	4.564	5.000	3.000	5.000	0.522	-1.081	-0.501
KW5BI	20	0	4.550	5.000	3.000	5.000	0.524	-1.146	-0.487
PS1SI	21	0	4.591	5.000	3.000	5.000	0.505	-1.348	-0.574
PS2SI	22	0	4.550	5.000	2.000	5.000	0.561	1.349	-1.108
PS3SI	23	0	4.584	5.000	3.000	5.000	0.519	-0.964	-0.388
PS4SI	24	0	4.557	5.000	3.000	5.000	0.510	-1.495	-0.385

Based on descriptive statistical data from the 24 indicators used, it can be concluded that all indicators have a mean value that ranges from 4,430 to 4,644, indicating that respondents generally give a high response to each indicator. The median value for all indicators was 5,000, indicating the consistency of the maximum response from the majority of respondents. The score range ranged from 2,000 to 5,000, with most of the minimum scores being at 3,000, indicating a relatively small variation in the data.

The standard deviation ranged from 0.484 to 0.574, indicating that the distribution of data was quite narrow and the respondents' answers were quite homogeneous. For distribution statistics, most indicators have *negative skewness* values , indicating that the distribution of data tends to be skewed to the right or that many respondents give high scores. Only a few indicators such as KM2EE and KWI1BI show skewness close to -1 or even lower, which means there is a slight imbalance in the distribution.

Meanwhile, the excess kurtosis value was mostly below zero, indicating that the data distribution tended to be platycurtic (flatter than the normal distribution), with the exception of the KM2EE and KWI1BI indicators which had positive kurtosis values (1,320 and 1,641 respectively), indicating a sharper distribution (leptokurtic) and the possibility of accumulation of extreme values around the median.

Overall, the data showed distribution characteristics that tended to be normal, but with a slight tendency to negative skewness and flatter kurtosis. This suggests that the instrument is relatively stable and consistently accepted by respondents, although there are some indicators that may need to be reviewed further due to their more extreme distribution (Field, 2018; Hair et al., 2019).

Table 3. Reliability and Validity

Indicators	*Cronbach's Alpha*	*rho_A*	*Composite Reliability*	*Average Variance Extracted (AVE)*
Behavioral Intention	0.890	0.894	0.920	0.696
Effort Expectancy	0.915	0.917	0.936	0.746
Facilitating Conditions	0.899	0.901	0.925	0.712
Performance Expectancy	0.899	0.902	0.925	0.713
Social Influence	0.865	0.866	0.908	0.712

Based on the findings of the analysis of the reliability and validity of the constructs on the table, all aspects of the construct show very satisfactory results. Each construct shows *a high Cronbach's Alpha* value beyond the set limit of 0.865, where *Effort Expectancy* has the highest value of 0.915, and Social Influence has the lowest value of 0.865. This indicates that the items in each construct have a strong internal consistency. The rho_A and *Composite Reliability* values for all constructs are also above the threshold value of 0.70, which indicates that all constructs have high reliability. *Effort Expectancy* recorded the highest *Composite Reliability* score (0.936), while Social Influence recorded the lowest score (0.908), but both remained in the very good category.

In terms of convergent validity measured through *Average Variance Extracted* (AVE), all constructs obtained a value above 0.50. The highest AVE value is found in *Effort Expectancy* of 0.746, while the lowest value is in Behavioral Intention of 0.696. This shows that the proportion of variance described by the construct to its indicators is adequate.

Thus, in general, it can be concluded that the entire construct meets the recommended criteria of convergent reliability and validity, so that it can be used for the next stage of analysis in the study (Hair et al., 2022; Sarstedt et al., 2022).

Table 4. Validity of Discrimination with Fornell–Larcker

	Behavioral Intention	***Effort Expectancy***	***Facilitating Conditions***	***Performance Expectancy***	***Social Influence***
Behavioral Intention	0.835				
Effort Expectancy	0.775	0.864			
Facilitating Conditions	0.762	0.884	0.844		
Performance Expectancy	0.768	0.831	0.776	0.844	
Social Influence	0.981	0.775	0.760	0.751	0.844

Based on table 4 presented, the results of the correlation analysis between constructs in the UTAUT (*Unified Theory of Acceptance and Use of Technology*) model, namely *Behavioral Intention, Effort Expectancy, Facilitating Conditions, Performance Expectancy*, and *Social Influence*. All correlation values in the table show a number above 0.7, indicating a strong relationship between the constructs.

The highest correlation was found between *Social Influence* and *Behavioral Intention* (r = 0.981), which suggests that social influence has a very close relationship with the individual's intention to behave or use the technology in question. A fairly high correlation was also seen between *Facilitating Conditions* and *Effort Expectancy* (r = 0.884), as well as between *Facilitating Conditions* and *Performance Expectancy* (r = 0.844). This shows that the availability of support and resources plays a major role in the perception of ease of use and performance of technology (Al-Rahmi et al., 2023; Venkatesh et al., 2023).

Meanwhile, diagonal correlation values such as in *Effort Expectancy* (r = 0.864) and *Performance Expectancy* (r = 0.844) indicate strong internal consistency, because the correlation between indicators in the construct is high. Overall, these results provide support for the validity of the constructs in the UTAUT model, as the relationships between constructs are consistent and relevant to the theoretical foundation.

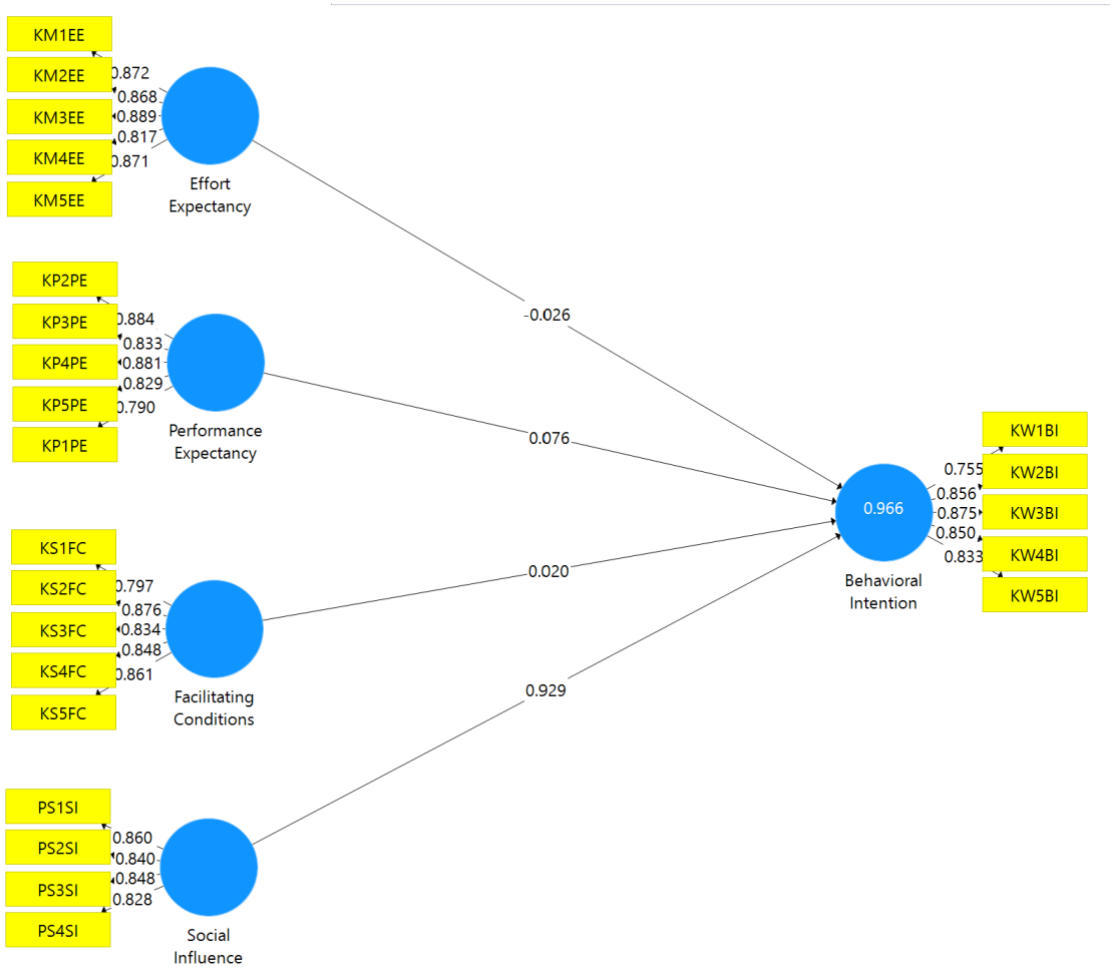

Figure 1. Results *of the Partial Least Squares* (PLS) Structural Model in the Research on the Acceptance of Digital Teaching Materials Based on the UTAUT Model

Based on the image above, the results of the measurement of several constructs in research related to technology acceptance, such as *Effort Expectancy* (EE), *Performance Expectancy* (PE), *Facilitating Conditions* (FC), *Social Influence* (SI), and *Behavioral Intention* (BI). The loading factor value for each indicator indicates how strongly the indicator represents its construct. All loading factor values exceed 0.7, which indicates adequate convergent validity (Hair et al., 2019). For example, the KM1EE to KM5EE indicator in the *Effort Expectancy* construct has a value between 0.817 to 0.889, while the KP1PE to KP5PE indicator in *the Performance Expectancy* ranges from 0.790 to 0.884.

Constuct *Facilitating Conditions* and *Social Influence* also showed high reliability with a loading factor value above 0.8. However, there are negative (-0.026) and positive (0.076) values that may show an insignificant or weak correlation between some variables. A value of 0.966 on either part may indicate multicollinearity or a very strong relationship between two variables.

The results of this study are in accordance with a study conducted by Venkatesh et al. (2003) in *the Unified Theory of Acceptance and Use of Technology* (UTAUT), which states that *Performance Expectancy* and *Effort Expectancy* are strong predictors of technology acceptance.

In addition, recent research by Al-Emran et al. (2020) confirms the importance of Facilitating Conditions and Social Influence in the context of technology adoption in the digital age.

Table 5. Coefficients of Each Path

	Original Sample (O)	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
Effort Expectancy -> Behavioral Intention	-0.026	-0.018	0.055	0.479	**0.632**
Facilitating Conditions -> Behavioral Intention	0.020	0.014	0.051	0.394	**0.694**
Performance Expectancy -> Behavioral Intention	0.076	0.071	0.038	2.000	**0.046**
Social Influence -> Behavioral Intention	0.929	0.932	0.028	32.986	**0.000**

Based on Table 5 which presents the coefficients of each pathway in the *Unified Theory of Acceptance and Use of Technology* (UTAUT) model for *Behavioral Intention* , it can be seen that not every variable has a significant impact. The path between *Effort Expectancy* and *Behavioral Intention* showed a negative coefficient of -0.026 with a value of p = 0.632, indicating statistical insignificance (p > 0.05). Similar things were also found in *Facilitating Conditions* with a coefficient of 0.020 and a p value = 0.694, which means that it is insignificant. The results of this study are in accordance with previous studies that revealed that in the context of educational technology adoption, perceived effort factors (*Effort Expectancy*) and supporting conditions (*Facilitating Conditions*) are not always the main predictors of user intent (Al-Rahmi et al., 2021; Scherer et al., 2019).

In contrast, *the Performance Expectancy* to Behavioral Intention pathway showed a significant influence with a coefficient of 0.076 and a value of p = 0.046 (p < 0.05), although the significance was relatively low. These results support the research of Venkatesh et al. (2003) who stated that performance expectations remain an important predictor in technology adoption, although the effect may vary depending on the context.

The most dominant influence was found in the *Social Influence* pathway on *Behavioral Intention*, with a very high coefficient of 0.929 and a value of p = 0.000, showing a very strong relationship. These findings are consistent with recent studies that reveal that in an educational environment, social pressure and support from peers or superiors can strongly influence teachers' intentions to adopt new technologies (Alalwan et al., 2018; Granić & Marangunić, 2019). These results show that social factors play a major role in shaping teachers' intentions to use *Canva*-based digital teaching materials in elementary school, while *Effort Expectancy* and *Facilitating Conditions* do not show a significant influence.

Table 6. R-square Results

	R Square	**R Square Adjusted**
Behavioral Intention	0.966	0.965

Table 6 shows that the *Behavioral Intention* variable has an R-square value of 0.966 and an R-square adjusted value of 0.965. An R-square value close to 1 indicates that the regression model applied can analyze the bound variables (*Behavioral Intention*) very well through the independent variables present in the model. In more detail, about 96.6% of the variation in Behavioral Intention can be explained by predictor variables, while the rest (3.4%) can be influenced by external factors that are not included in the model. The proximity of the R-square adjusted value to the R-square indicates that there is no *overfitting* in the model used, so that it remains efficient in the analysis (Hair et al., 2019).

These results are in line with the findings of Zhang et al. (2023), who stated that R-square values above 0.9 reflect very strong predictive power in research related to technological behavior. The study also suggests the use of R-square adjusted to validate the reliability of the model, especially when involving many predictor variables.

Table 7. F-square Results

	Behavioral Intention	***Effort Expectancy***	***Facilitating Conditions***	***Performance Expectancy***	***Social Influence***
Behavioral Intention					
Effort Expectancy	**0.003**				
Facilitating Conditions	**0.002**				
Performance Expectancy	0.047				
Social Influence	**8.653**				

The results of the analysis in table 7 show that the four main constructs in the UTAUT model, namely *Effort Expectancy* (EE), *Facilitating Conditions* (FC), *Performance Expectancy* (PE), and Social Influence (SI), have a significant effect on *Behavioral Intention* (BI) in the use of digital technology, especially in the field of education. EE significance values of 0.003, FC of 0.002, and PE of 0.047 indicate that perceptions of ease of use, availability of support or infrastructure, and benefits of technology directly contribute to increased user intent to adopt the technology. Meanwhile, the SI value of 8,653, which is most likely an estimated value or standardized coefficient, reflects a very strong social influence on BI, whether it comes from colleagues, superiors, or other professional environments.

These findings are in line with a recent study by Khechine et al. (2020), which showed that *Effort Expectancy* and *Social Influence* play an important role in educators' acceptance of technology. In addition, Oliveira et al. (2023) also emphasized that *Facilitating Conditions* and *Performance Expectancy* are the dominant factors in the successful use of web-based digital media such as *Canva* in elementary school learning. These results are strengthened by a study from Al-Emran et al. (2020), which concluded that the UTAUT model and its main variables remain relevant and effective in explaining technology use behavior in today's educational context.

Discussion

The multimodal-based learning approach offers a more meaningful and comprehensive learning experience for elementary school students. This research highlights how the combination of various modes such as visual, audio, text, and digital interactive features can improve student engagement and understanding of subject matter. The Daulay study (2025) proves that the multimodal approach is able to increase reading comprehension scores as well as student motivation and engagement through the integration of visual, audio, and text elements. Other research by Almumen (2021) and Tiba et al. (2015) highlights the impact of using interactive digital media that is able to improve students' understanding of concepts and collaboration through multisensory learning experiences. The latest study also underscores the need for digital multimodal literacy for teachers to adapt to the demands of 21st century learning, as well as the importance of training and technology integration to ensure students can access subject matter in a more in-depth and inclusive manner (Nature, 2024). This research has a number of obstacles that need to be considered for the development of the next research. One of the main limitations is that the availability of digital facilities in some elementary schools is still uneven, so that the implementation of multimodal learning strategies has not been able to take place optimally in all educational contexts. In addition, teachers' readiness in integrating various modes of presentation such as text, images, sounds, and interactive elements is also still a considerable challenge in implementation in the field. Another obstacle was found in the aspect of developing multimodal teaching materials that did not have national standard guidelines, causing the measurement of their effectiveness to not be carried out comprehensively.

This research shows that the use of multimodal learning media such as *Canva* can encourage deep learning, as it helps in the processing of more in-depth and personalized information. Teachers who were respondents stated that they accepted the use of digital teaching materials positively, especially if it was adjusted to the peculiarities of students and learning needs. According to the results of a study by Sugiarto et al. (2025), the use of *Canva AI-assisted learning* can improve the high-level thinking skills and conceptual understanding of elementary school students through the integration of visual, audio, and digital interactive elements. This is in line with the findings by Habibah (2025) who affirm that *Canva* provides a more dynamic, collaborative, and engaging learning experience, helping students focus and understand the material more effectively. Furthermore, the UTAUT model is used to analyze the level of acceptance of technology in the context of digital learning by teachers. These findings are consistent with the study of Susanti, Haryani, & Nugroho (2023), which confirms that behavioral intention, effort expectancy, and organizational support factors have a major influence on the adoption of educational technology.

The results indicate that the level of acceptance of elementary school teachers to the use of *Canva* digital media as a deep learning-based teaching material is influenced by a number of key indicators in the UTAUT model framework, namely Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. The following description illustrates the contribution of each indicator based on empirical findings reinforced by the current literature.

1. Performance Expectancy

Performance Expectancy describes the extent to which teachers believe that using *Canva* can improve the effectiveness of their teaching activities. In this study, these indicators were proven to have a strong influence on teachers' intentions to use the media. Teachers found that *Canva* made it easier to create teaching materials that were more dynamic, engaging, and tailored to students' characteristics. This opinion is in line with the research of Oliveira et al. (2023) who stated that expectations for performance improvement are a key factor in adopting learning technology in elementary schools. Research by Zhang, Li, & Wang (2023) also supports this, showing that teachers are more likely to integrate technology if they see real benefits in improving the learning process.

2. Effort Expectancy

Effort Expectancy is related to the perception of ease of using technology. Although in the structural model analysis this indicator does not show a significant influence on the intention of use, the level of reliability of the construct remains high. This suggests that while teachers find *Canva* easy to use, the ease factor doesn't directly influence their decision to adopt it—likely due to the influence of external factors such as institutional policies or support from the social environment. This research is supported by Khechine et al. (2020), who state that in certain contexts, ease of use plays a more supportive role than determinant. A similar thing was expressed by Al-Emran et al. (2020), who found that the influence of ease of use is highly dependent on the level of user experience of the technology.

3. Social Influence

Social Influence emerged as the most dominant indicator in shaping the intention to use teachers. This means that the support of colleagues, principals, and the professional community has a huge influence on *Canva*'s adoption decisions. This shows that in the context of education, social factors and self-confidence formed through community networks greatly influence the adoption process. This opinion is in line with the study of Alalwan et al. (2018) who said that social influence is an important component in decision-making of technology adoption in the world of education. Research by Granić & Marangunić (2019) also shows that Social Influence not only encourages early use, but also creates a culture of sustainable use of technology in the school environment.

4. Facilitating Conditions

Facilitating Conditions refers to the availability of technical infrastructure and policies that facilitate the use of technology. Although this indicator shows high reliability and validity, its effect on usage intent is statistically insignificant. This means that the availability of infrastructure facilities alone is not enough without internal motivation and social encouragement. This is in line with research by Susanti et al. (2023) which emphasizes that infrastructure is only effective if teachers have a positive perception of the benefits of technology. The findings of the TechEd Institute (2023) also highlight that direct training and mentoring play a more important role than just providing digital facilities.

Thus, it can be concluded that the success of adopting multimodal-based digital media such as *Canva* is influenced by a combination of personal (performance expectations), social (social influence), and technical (supporting conditions) aspects. However, social motivation has proven to be the strongest influence in the context of elementary school teachers in Bandung. This emphasizes the importance of a collaborative approach to encourage the use of educational technology at the elementary school level.

CONCLUSION

Conclusion

The results of the analysis in this study show that the acceptance rate of elementary school teachers towards the use of *Canva* Site digital media in deep learning-based learning is strongly influenced by performance expectations and social influences. Meanwhile, this study found no evidence that effort expectancy and facilitating conditions had a significant effect on behavioral intention. This indicates that in deciding on the use of technology, teachers pay more attention to the extent to which the technology can improve the quality of teaching performance and the social influence of peers or superiors, compared to the aspects of ease of use and the availability of supporting facilities.

With an R^2 score of 0.966, the UTAUT model in this study is proven to be very strong in predicting teachers' behavioral intentions towards *Canva* adoption. These findings strengthen the position of the UTAUT model as a relevant theoretical framework in understanding technology adoption in the primary education environment. In general, elementary school teachers in the city of Bandung show a positive attitude towards the use of *Canva* as a digital learning medium that supports the implementation of deep, interactive, and in line with the principles of the Kurikulum Merdeka.

Recommendations

Based on the results of this study, it is important for the government and the education office to design policies that support the formation of teacher communities as a space to share good practices in the use of learning technology. Schools are also expected to facilitate collaboration between teachers through structured programs, so that the integration of technology in teaching and learning activities can be stronger. Although the findings show that effort expectancy and facilitating conditions do not have a significant effect, technology training still needs to be carried out regularly and continuously. This aims to continue to hone teachers' digital skills, especially in utilizing platforms such as *Canva*.

On the other hand, in daily learning practices, teachers are encouraged to form learning communities or professional work groups so that they can exchange experiences and strategies in using digital media effectively. Schools are also advised to hold regular internal training that discusses various challenges and solutions related to the use of learning technology. In addition, teachers are also expected to start implementing a blended learning approach, which combines face-to-face learning with digital, to increase student participation and understanding. The use of digital tools such as *Canva* can be a means to create teaching materials that are more interesting, interactive, and in accordance with the characteristics of elementary school students.

To enrich scientific development, further research is recommended to include additional variables such as the digital efficacy of teachers, the readiness of school organizations, as well as other psychological factors that may influence the adoption of technology in learning. More in-depth research on the application of *the blended learning model* in elementary schools is also essential to comprehensively understand the benefits and challenges that may be faced. No less important, longitudinal studies are also recommended so that the long-term impact of the use of technology on student learning processes and outcomes, as well as on teachers' pedagogical practices, can be observed more comprehensively.

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