

## ABSTRAK

### PEMANFAATAN MEDIA INTERAKTIF CANVA DALAM PEMBELAJARAN MEMBACA UNTUK SISWA KELAS AWAL DI SD NEGERI 1 SONGAN

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Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan media interaktif Canva dalam pembelajaran membaca pada siswa kelas awal di SD Negeri 1 Songan, serta mengidentifikasi faktor pendukung dan penghambat dalam implementasinya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek dua orang guru kelas I dan II serta 40 siswa kelas awal yang terdiri atas 21 siswa kelas I dan 19 siswa kelas II. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan Kesimpulan. Hasil penelitian menunjukkan bahwa Canva digunakan oleh guru sebagai media visual dan audio yang menampilkan cerita bergambar, infografis, dan kuis interaktif dalam pembelajaran membaca. Media ini berhasil meningkatkan minat, keterlibatan, dan pemahaman siswa terhadap materi bacaan. Canva memberikan pengalaman belajar yang menyenangkan, interaktif, dan sesuai dengan karakteristik belajar siswa kelas awal. Faktor pendukung keberhasilan pemanfaatan media ini meliputi tersedianya perangkat teknologi, koneksi internet di sekolah, dan kesiapan guru dalam mengelola media. Adapun hambatan yang dihadapi meliputi keterbatasan perangkat di rumah, gangguan teknis, serta rendahnya literasi digital pada beberapa siswa. Penelitian ini merekomendasikan peningkatan dukungan infrastruktur dan pelatihan berkelanjutan bagi guru agar pemanfaatan media digital semakin optimal dalam pembelajaran literasi dasar.

**Kata kunci:** Canva, media interaktif, membaca permulaan, literasi digital, siswa sekolah dasar

## ABSTRACT

### *UTILIZATION OF CANVA INTERACTIVE MEDIA IN READING INSTRUCTION FOR EARLY GRADE STUDENTS AT SD NEGERI 1 SONGAN*

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This study aims to describe the utilization of interactive media Canva in teaching reading to early grade students at SD Negeri 1 Songan, as well as to identify supporting and inhibiting factors in its implementation. The research employed a descriptive qualitative approach with two classroom teachers (grades I and II) and 40 early grade students as subjects, consisting of 21 first-grade and 19 second-grade students. Data were collected through interviews, observations, and documentation, and analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results indicate that Canva was used by teachers as a visual and audio-based medium, presenting illustrated stories, infographics, and interactive quizzes during reading lessons. The use of this media successfully increased students' interest, engagement, and comprehension in reading. Canva provided an enjoyable, interactive learning experience that aligned with the learning characteristics of early grade students. Supporting factors in the successful implementation of Canva included the availability of digital devices, stable internet connectivity at school, and teachers' readiness to manage digital media. On the other hand, challenges included limited access to devices at home, technical issues, and low digital literacy among some students. This study recommends improving infrastructure support and providing ongoing teacher training to optimize the use of digital media in foundational literacy learning.

**Keywords:** Canva, interactive media, early reading, digital literacy, elementary students

