



DOI: <https://doi.org/10.38035/dijemss.v7i3>
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Developing Canva-Based Digital Interactive Media for Javanese Language Learning Using the 4D Model (Define, Design, Develop, Disseminate)

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Abstract: This study aims to develop a Canva-based educational game as an interactive and independent learning medium for Javanese language learning, specifically the topic of modern drama for eighth-grade junior high school students. The research employed the Research and Development (R&D) method using the 4D model, which consists of the stages of Define, Design, Develop, and Disseminate. The research subjects were eighth-grade students of SMPN 2 Sooko. The developed product is an interactive quiz-based educational game that contains learning materials on drama structure, types of drama, intrinsic elements of drama, as well as evaluation questions equipped with feedback features. The validation results from the material expert showed a feasibility score of 97.11%, while the media expert validation resulted in a score of 97.22%, both categorised as very feasible. Limited trials indicated that the media was able to increase students' learning interest, understanding of modern drama concepts, and independent learning ability. Students also gave very positive responses, especially regarding visual appearance, ease of use, and clarity of the material. Therefore, the Canva-based educational game developed in this study is considered appropriate and effective as an alternative learning medium for Javanese language learning, particularly in modern drama material, both for classroom learning and independent study.

Keywords: Educational Games, Canva, Modern Drama, Javanese Language, Independent Learning.

INTRODUCTION

Changes in education have emphasized the importance of developing independent learning skills as a key 21st-century competency. Students are expected to learn independently, manage their own time and learning strategies, and be motivated to continue learning even without direct teacher supervision. These skills are crucial for developing responsible, active students who are ready to face future challenges. However, in practice, particularly in Javanese language learning, many students have found low student interest in the subject. Based on initial observations in several junior high schools, students find Javanese learning less engaging and difficult to relate to their daily lives. This is due to various factors, such as teaching methods

that tend to be conventional and non-interactive, and the limited use of technology-based learning media that are appropriate for the characteristics of today's digital generation.

Based on initial observations at SMPN 2 Sooko, the problems faced indicate that student interest in learning Javanese is still low. Teaching methods that tend to be monotonous and less interactive cause students to feel bored, and this has an impact on students' lack of engagement and creative thinking skills. Students tend to be more interested in learning activities that utilise gadgets and game applications, but available technological facilities have not been optimally utilised to facilitate more engaging Javanese learning. Therefore, it is necessary to develop innovative learning media that integrate elements of games and technology in order to create a more enjoyable and effective Javanese learning experience, and encourage students' independent learning abilities.

According to a study by Sabirli and Çoklar (2020), learning that is not tailored to students' learning styles can reduce motivation and learning outcomes. Therefore, a more innovative and adaptive approach is needed to address technological developments and student needs. One solution considered effective is the development of educational game-based learning media. Educational games are media that can combine entertainment and learning elements in a balanced way. This media provides an interactive, enjoyable, and challenging learning experience. The use of game-based media has been proven to increase student participation and motivation in learning. Through challenge mechanisms, point systems, rewards, and progress tracking, educational games can encourage active student engagement and build independence in learning.

Furthermore, educational games can also provide experiential learning, helping students grasp the material more concretely. Visualisations of the material, simulations of language use in real-life contexts, and direct feedback enable students to develop a deeper understanding. Thus, learning Javanese becomes not only an academic obligation but also a fun and meaningful activity.

To produce effective and systematic learning media, a structured development model is needed. One relevant model is the 4D model (Define, Design, Develop, Disseminate) developed by Thiagarajan, Semmel, and Semmel (1974). This model includes four stages, namely: (1) Define, namely the stage of identifying needs and problems; (2) Design, namely the product design stage; (3) Develop, namely the development and validation stage; and (4) Disseminate, namely the stage of distributing and implementing the product widely.

A study by Shahana et al. (2025) also showed that Canva-based interactive media developed using the 4D model successfully improved student skills and received excellent reviews from experts and users. This research proves that the use of the 4D model in developing learning media has a real positive impact on student learning outcomes and motivation. Developing Javanese-based educational games using the 4D model is crucial. In addition to increasing students' interest and independent learning abilities, this media also contributes to the preservation of the Javanese language and culture through a more contextual, modern approach that is in line with the characteristics of today's generation.

Therefore, this research focuses on developing a Canva-based educational game for the Javanese language subject of eighth-grade junior high school, with the main topic "Modern Drama." This material was chosen because it has the potential to be developed through a more creative and interactive approach, but in practice, it is often delivered conventionally, resulting in less student interest. Therefore, this research focuses on developing a Canva-based educational game designed as an independent learning medium for eighth-grade students in studying modern drama. This media is structured and flexible, contains visual content, and interactive exercises that allow students to understand the concept of modern drama in a fun and meaningful way. By utilising the Canva platform, this educational game not only simplifies the development and use process but also allows for the integration of design elements that are attractive to digital generation students. In addition to aiming to improve students'

understanding and learning interest, this media is also expected to be an alternative learning method that suits the characteristics of digital native students and supports the principle of learning differentiation in the Independent Curriculum.

METHOD

Development Model Foundation

This research uses the 4-D development model (Four-D Models) developed by Thiagarajan, Semmel, and Semmel. This model consists of four development stages: Define, Design, Develop, and Disseminate. This model was chosen because it has a systematic procedure suitable for developing technology-based learning media, particularly educational games designed through the Canva platform.

The Define stage aims to analyse the needs and conditions of Javanese language learning at SMPN 2 Soko, including identifying student characteristics, analysing the curriculum, and formulating learning objectives. The Design stage includes designing storyboards, interface displays, game navigation systems, and content scenarios based on Modern Drama material. The Develop stage includes initial product creation, expert validation, product revision, and limited trials. Meanwhile, the Disseminate stage is the process of distributing the final product that has been declared suitable to teachers and students on a large scale.

Development Procedure

The development procedure in this study refers to the 4-D development model developed by Thiagarajan, Semmel, and Semmel. This model consists of four main stages: Define, Design, Develop, and Disseminate. Each stage in this model is designed to support the learning media development process in a systematic, gradual, and measurable manner.

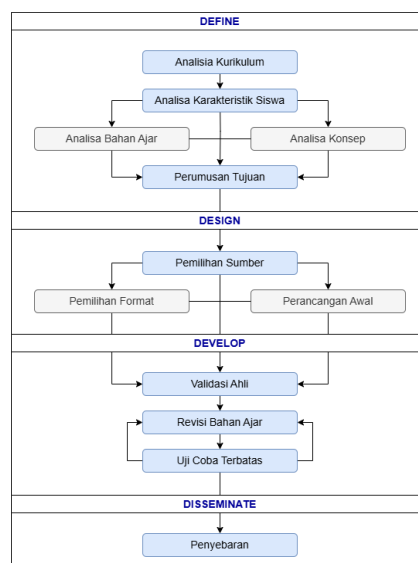


Figure 1. Development Procedure Using 4D

RESULTS AND DISCUSSION

Research and Development Results



Figure 2. Canva Educational Game Home Screen

Figure 2 shows the main page of the application with the title "Modern Javanese Drama for Grade 8" and several menu options such as "LEARN," "PLAY," "REFERENCE," and "CREATOR INFORMATION." There are also "WELCOME" and "GOODLUCK!" messages in the bottom left corner.



Figure 3. Drama Learning Map Display

Figure 3 shows a map or learning flow in the form of a game path, starting from "Start" and ending at "Finish". There are three main learning points marked with numbers: "1 Types of Drama and Their Definitions", "2 Drama Structure", and "3 Intrinsic Elements of Drama". The mouse cursor appears to be pointing to point "1 Types of Drama and Their Definitions".



Figure 4. Types of Drama

Figure 4 explains the types of drama. There is a list of 10 types of drama, namely: Comedy Drama, Tragedy Drama, Tragedy-Comedy Drama, Opera, Farce / Dhagelan, Operette, Pantomime, Tablau, Passie, and Wayang. The "BACK" and "NEXT LEVEL" buttons are available at the bottom.



Figure 5. Classification of Drama Types (Traditional and Modern)

Figure 5 explains the classification of drama or play types into two: Traditional (Classical) Drama, which tells ancient folk tales, and Modern Drama, which tells stories about everyday life with the aim of providing life examples. The "NEXT" button is available at the bottom.



Figure 6. Drama Structure

Figure 6 explains the four structures of drama, namely: 1. ORIENTATION, 2. COMPLICATION, 3. RESOLUTION, and 4. CODE. The "BACK" and "NEXT" buttons are available at the bottom.



Figure 7. Explanation of Orientation in Drama

Figure 7 explains the concept of orientation in drama as an introduction to the actors or characters who will appear in the drama performance. An example of orientation in the Javanese drama Timun Mas is given, namely introducing who will play Timun Mas, Simbok, Wong Sakti, and Buto Ijo. The "BACK" and "NEXT" buttons are available at the bottom.



Figure 8. Explanation of Complications in Drama

Figure 8 explains the concept of complication as the part that tells the problem between one character and another (the climax of the story), and contains the peak of the problems

experienced by the characters in the story. An example illustration of the problem in the Javanese drama Timun Mas is given in the orientation section. The "BACK" and "NEXT" buttons are available at the bottom.

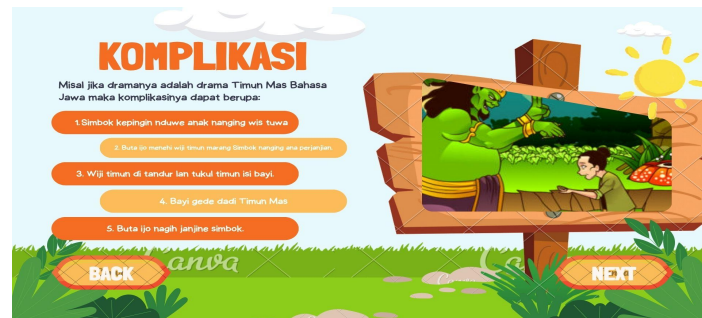


Figure 9. Example of Complication in the Drama Timun Mas

Figure 9 provides a concrete example of the complications in the Javanese drama Timun Mas, which include: Simbok wants to have a child but is already old, Buta Ijo gives Simbok a cucumber seed with a promise, the cucumber seed grows into a baby, the baby grows into Timun Mas, and Buta Ijo demands Simbok's promise. The "BACK" and "NEXT" buttons are available at the bottom.



Figure 10. Explanation of Resolution in Drama

This section of Figure 10 explains the concept of resolution as the way the actors solve problems encountered in a drama performance. An example of a resolution is given in the Javanese drama Timun Mas, namely Simbok and Timun Mas go to a powerful hermit and receive a package containing four kinds of objects. The contents of the package (seed, cucumber, dom, uyah, and shrimp paste) and their use to defeat Buto Ijo are also explained. The "BACK" and "NEXT" buttons are available at the bottom.



Figure 11. Explanation of Moral Messages and Examples (Timun Mas)

Figure 11 explains the moral message or piwulang kebecikan (teachings of goodness) contained in the drama. It emphasizes that every drama has a lesson to be learned, and watching Javanese dramas can be both entertaining and insightful. Examples of moral messages from the

drama Timun Mas are given: don't be greedy, don't give up easily, and God's help will come to anyone who is willing to try. There are signs "YOU DID GREAT!" and "NEXT LEVEL!" at the bottom.

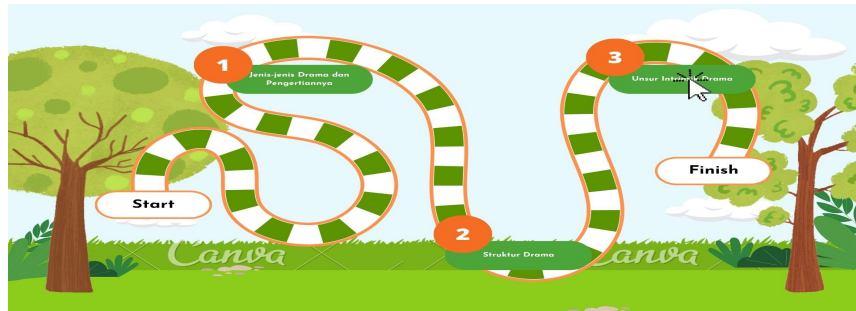


Figure 12. Opening Page of Intrinsic Elements of Drama Material

Figure 12 displays the title "INTRINSIC ELEMENTS OF DRAMA" as an introduction to the next topic in the learning flow. There is a "NEXT" button in the bottom right corner.

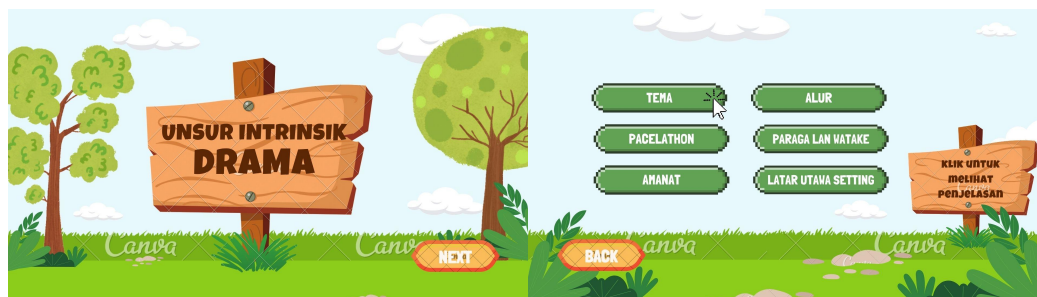


Figure 13. Choice of Intrinsic Elements of Drama

Figure 13 displays six choices of intrinsic elements of drama that can be clicked to see their explanations. There is a "CLICK TO SEE EXPLANATION" instruction on the right side.



Figure 14. Explanation of Intrinsic Elements of Theme in Drama

Figure 14 explains the concept of theme as the basic idea for creating a story or the main idea, the basis of the story. It emphasizes that drama stories must have lessons to be learned, and watching Javanese drama can be entertaining and increase insight.



Figure 15. Explanation of Intrinsic Elements of Plot in Drama

Figure 15 explains the concept of plot as the sequence of events carried out by the main character from the first act to the last. It also explains the stages of the plot, including: Introduction to the Story, Beginning of the Conflict, Building to the Conflict, Climax/Peak of the Conflict, and Resolution/Ending.



Figure 16. Explanation of Intrinsic Elements of Dialogue/Pacelathon in Drama

Figure 16 explains the meaning of dialogue or pacelathon as a conversation between two or more people. An example of a short dialogue between Ratna and Mother is given regarding food and the loss of side dishes.



Figure 17. Explanation of the material on character types in drama

Figure 17 explains the types of characters in drama, which include: Main Characters (characters who are the center of the story), Supporting Characters (characters who have dialogue but are not the main focus), and Supporting Characters (characters who give life but do not have dialogue and only appear briefly).



Figure 18. Explanation of the Character Role Classification Material

Figure 18 explains the division of roles in the story into two, namely the Antagonist (shown with a photo of a woman with a flat/sad face) and the Protagonist (shown with a photo of a woman smiling).



Figure 19. Explanation of the Message Material in Drama

Figure 19 explains the concept of morality as a moral message the author wishes to convey to the audience. Morality is often a lesson or value that can be taken from the story or the actions of characters in a drama, with the aim of providing the audience with understanding or reflection about an important value or message.



Figure 20. Explanation of the Background or Setting in Drama

Figure 20 explains the intrinsic elements of "Background or Setting" in drama, which includes three aspects:

- 1) Time Background
- 2) Background scene
- 3) Background Atmosphere

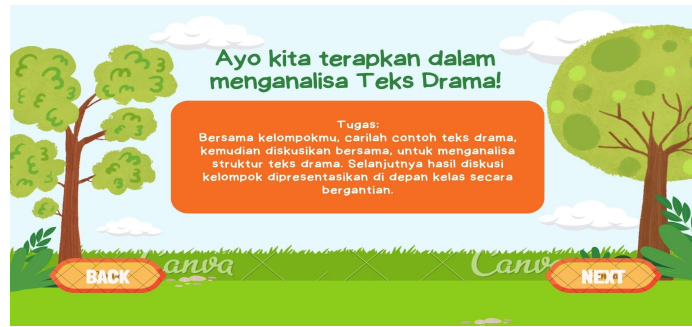


Figure 21. Application of Drama Text Analysis (Group Assignment)

In Figure 21, this section assigns users to apply the material they've learned to analyze a drama text. Their task is to find examples of drama texts in groups, discuss their structure, and present the results of their discussions to the class in turn.



Figure 22. Congratulations Page (Completion of Material)

Figure 22 displays the message "CONGRATULATIONS! YOU HAVE COMPLETED ALL THE MATERIALS," indicating that the user has successfully completed all the learning materials provided. There is a "NEXT" button in the bottom right corner.



Figure 23. Advanced Instructions Page (Ready to Continue)

Figure 23 displays the message "CLICK NEXT IF YOU'RE READY," indicating that the user is ready to proceed to the next stage after completing the material. There is a cute cat illustration in the center of the board. A "NEXT" button is also available in the bottom right corner.



Figure 24. Quiz Question Game Page

Figure 24 displays a multiple-choice quiz designed to test the user's understanding of the characteristics of modern drama. Users are presented with answer choices presented as buttons. The background image remains consistent with the app's theme, featuring a green landscape with trees and bright clouds, creating a pleasant learning atmosphere. A "STAGE 1" indicator in the bottom right corner indicates that this is the first question in the game series.



Figure 25. Praise Page After Completing Learning

Figure 25 shows the appreciation page that appears after users have completed all the learning materials. Next to the text, there's an illustration of a cute and adorable cat, seemingly congratulating the user. An orange-red "NEXT" button is available in the bottom right corner, inviting users to continue or return to the main menu.



Figure 26. Learning Material Reference Page

Figure 26 displays a list of reference materials used in developing the learning content. The reference list includes various online sources, such as articles, textbooks, and visual and

audio elements used in the application. Each reference is accompanied by a title and full URL, allowing users to further explore these sources.

Product Trial Results

Product trials were conducted to determine the feasibility and quality of the Canva-based educational game media developed in the initial stages. The trials involved three main stages: expert validation, individual trials, and small group trials. Each stage provided valuable feedback that served as the basis for product revisions before widespread testing.

Expert validation was conducted by two experts: a Javanese language material expert and an instructional media expert. The purpose of this validation was to determine the appropriateness of the material content and the technical and pedagogical feasibility of the media.

1. Subject Matter Expert Validation

Validation by a material expert was conducted by a Javanese language lecturer with a background in Javanese literature and language teaching. This validation covered aspects of content completeness, conceptual accuracy, language use, and curriculum alignment. Based on the validation results, the expert stated that the material presented in the educational game was sufficiently in line with applicable core competencies, with a logical delivery sequence and representative question selection. However, an important note provided by the material expert was that there were no markers indicating whether students' answers were correct or incorrect. This was considered crucial because students need to know the results of their interactions. Therefore, the material expert recommended adding a feedback feature in the form of "Correct Answer" or "Incorrect Answer" information, so that students could correct or repeat their answers if they were incorrect.

Based on the assessment results provided by the content/learning materials experts above, the average score for the learning process assessment components packaged in the Canva-based Modern Drama Educational Game for the Javanese language subject was 97.11%. This figure was obtained from the following calculation:

$$P = \frac{F}{n}$$
$$P = \frac{2.525\%}{26}$$
$$= 97.11\%$$

2. Media Expert Validation

After conducting trials and providing comments by content/learning material experts, the next step was to revise the product, ask for suggestions, comments/criticisms and validation from learning media experts on the product prototype using a questionnaire. The product was submitted on July 7, 2025. The appointed learning media expert was Akhmad Waras, S.Pd., M.Pd. who is a supervisor and expert in the field of Education and Technology in the Mojokerto Regency and City Education Office. The data obtained from the validation results of learning media experts were in the form of quantitative data (numbers) and qualitative data (suggestions/comments). The components assessed by the learning media experts were as follows:

The assessment results given by media experts showed that the average value or score for the assessment components of the Canva-based Modern Drama Educational Game media in the Javanese language subject was . This figure was obtained from the following calculation:97.22%

$$P = \frac{F}{n}$$

$$P = \frac{1.750\%}{18} = 97.22\%$$

3. Individual Trial

After expert validation, the media was trialed on a limited basis with three eighth-grade students with varying learning abilities (high, medium, and low). The purpose of this trial was to observe how students used the media, understand the content, and assess ease of use.

The three students were given a link to an educational game and asked to try to complete five stages of problems. During the trial, researchers observed and recorded the students' responses. The test was conducted to determine the extent of the message delivery strategy and the learning attractiveness of the Canva-based Modern Drama Material Educational Game media in the Javanese Language subject developed by the developer.

4. Final Product Study Conclusion

Based on a comprehensive review of the final product, it can be concluded that the Canva-based educational game for Modern Javanese Drama meets the criteria for a suitable, engaging, and effective learning medium. Improvements from the initial version significantly increased interactivity and student comprehension. New features such as answer feedback and question repetition have been shown to positively impact student learning interest and internalization of modern drama concepts.

Thus, this final product can be used by teachers as an alternative or supplementary learning medium, both in face-to-face and online learning. Its practicality and attractive design make it potentially applicable more widely, not just in one school but also for Javanese language learning at similar levels and in similar contexts.

Discussion of Development Results

Development Results Study

A review of the development results was conducted to assess the suitability of the revised final product with the theoretical basis, previous research results, and the practical implications of its use in learning. Three main aspects form the basis of this review, namely: (1) the theoretical study aspect, (2) the empirical study aspect, and (3) the implications of the development results.

1. Theoretical Study Aspects

The results of the development of Canva-based educational game media for Modern Javanese Drama for eighth-grade students demonstrate a strong connection with interactive, visual, and constructivist learning theories. Specifically, this media development draws on a constructivist approach that emphasises the importance of active student participation in constructing their own knowledge through direct learning experiences. In this educational game, students are not merely recipients of the material but actively explore, answer questions, and receive direct feedback a form of active learning.

Another relevant theory is Mayer's (2001) multimedia learning theory, which states that students learn better when information is presented through text and images simultaneously. The educational game developed features narrative text and illustrative visuals in an integrated manner, enabling students to link verbal and visual information in long-term memory. This also aligns with Paivio's (1990) dual coding theory, which explains that the combination of verbal and nonverbal symbols (such as images and colours) strengthens cognitive learning processes.

Furthermore, this development aligns with Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) learning motivation theory. Elements such as engaging visuals, correct/incorrect responses, and quiz navigation stimulate attention (Attention), clarify

objectives (Relevance), provide opportunities for repetition (Confidence), and generate satisfaction when students answer correctly (Satisfaction).

Thus, the results of the development of this educational game media are not only in accordance with the needs of today's students, but are also firmly rooted in modern learning theories that prioritise active involvement, visual processing, and meaningful learning.

2. Empirical Study Aspects

The results of this study align with various previous studies discussing the effectiveness of game-based media and Canva in learning. One relevant study is by Wulandari (2021), which found that using Canva as an interactive medium can improve students' understanding of conceptual and abstract material. In the context of Javanese language learning, modern drama material involving characters, plot, and moral messages also falls into the category of requiring visual reinforcement and contextual learning experiences.

Another study by Rahmasari & Syofyan (2022) found that quiz-based interactive learning media had a positive impact on increasing student engagement, particularly at the junior high school level. Their results showed that students were more interested and motivated to solve problems when presented with game-like media.

The product trial results in this study also support the empirical study. Students responded positively to the media's visual appearance, navigation, and feedback features. The average positive response rate reached 93%, with 100% of students expressing satisfaction and help because the media informed them whether their answers were correct or incorrect. This supports previous findings from research by Sari & Nugroho (2020), which found that learning media that incorporates direct feedback strengthens students' memory and understanding.

Thus, it can be concluded that the results of this development are consistent and in line with the results of previous research, both from the perspective of Canva media as a platform and from the perspective of an interactive game-based learning approach.

3. Implications of Development Results Aspects

The learning media developed in this research have several practical implications for the Javanese language learning process, for students, teachers, and educational institutions. For students, this media can increase learning motivation and facilitate understanding of modern drama material that was previously considered difficult and boring. With the presence of direct feedback and a repetition system, students are encouraged to correct mistakes and complete all stages of the game, thus indirectly engaging in independent and reflective learning.

For teachers, this media can be an alternative teaching aid that supports interactive learning without the need to create complex programming-based applications. It can also be used in both offline and online learning, offering a high degree of access flexibility.

Meanwhile, for educational institutions, the development of such media supports digital transformation efforts in education, which aligns with the Freedom to Learn policy and the integration of technology into the learning process. If further developed, this type of media could serve as a prototype or model for other learning materials.

Thus, it can be concluded that the results of the development of this learning media not only support previous theories and research but also bring real benefits to classroom learning practices and have the potential to be adapted and disseminated more widely in the future.

Research Limitations and Follow-up

1. Research Limitations

In conducting this research and development, the researcher recognized several limitations that impacted the overall scope and process of the study. These limitations were not fully anticipated at the outset but were only realized and identified during the process. The first limitation lies in the media platform used, Canva. While Canva offers ease of visual design and

interactive navigation, it has technical limitations, particularly in terms of automated evaluation or scoring of answers. There are no logic features such as "if the answer is correct, the score increases," because Canva is not a dynamic programming platform but is more suited to a presentation medium. Therefore, the educational game developed remains linear and only provides simple feedback in the form of text or visuals, without recording learning progress or ranking students' scores.

The second limitation concerns the number and scope of test subjects. This research was conducted in a single school with a limited student population, so generalization to the broader student population requires further study. Furthermore, the trial only included small-group testing and limited field testing, and did not include large-scale quantitative effectiveness testing or comparisons with control classes.

Another limitation is the limited time allocated for classroom learning. Because Canva-based media takes the form of interactive quiz presentations, its ideal use requires more flexible independent study time. However, in practice, classroom learning time is limited by the designated class hours, so students are not fully able to explore the media optimally during face-to-face learning.

A final limitation is that this development focused on only one topic, namely modern drama. However, many other Javanese language materials could be developed using a similar approach. Therefore, the overall impact of this medium on Javanese language learning outcomes cannot yet be comprehensively concluded.

2. Research Follow-up

Based on the limitations outlined, the researchers recommend several follow-up actions for further research and development. First, the development of similar media could be expanded into more dynamic platforms, such as Scratch, Wordwall, Genially, or even HTML/JavaScript-based applications, which allow for automated question logic, scoring, leaderboards, and real-time responses to student answers.

Second, further research can expand the material and scope. Interactive game-based learning media like this are relevant not only for modern drama but also for other topics in Javanese language lessons, such as Javanese script, macapat songs, or folklore. This approach can even be applied to other subjects that involve narrative, visual elements, or critical thinking skills.

Further research can also be conducted through quantitative experiments, using a pretest-posttest control group research design, to determine the extent of this medium's influence on improving student learning outcomes. This type of research can provide stronger and more in-depth quantitative data to strengthen the findings of this developmental research. Furthermore, it would be crucial for further research to involve more teachers in the implementation process, in order to assess their readiness to adopt and adapt Canva-based digital media into daily learning. Teacher training and media integration into the Lesson Plan (RPP) are also important aspects worthy of future research.

Thus, the results of this study are expected to be a strong initial foundation for the development of digital-based Javanese language learning media, while also opening up space for discussion and further development of innovation in the field of local educational technology that is relevant, contextual, and easily accessible to all levels of schools.

CONCLUSION

Conclusion

This research and development aims to produce learning media in the form of a Canva-based educational game to support Javanese language learning for eighth-grade junior high school students on modern drama. The product was developed using the 4D model (Define, Design, Develop, Disseminate). Through these stages, the researchers successfully designed the

media in the form of an interactive quiz game consisting of five stages of questions, accompanied by feedback features and easy-to-use navigation.

Validation results from material and media experts indicated that the product was suitable for use, with several caveats, particularly the addition of correct/incorrect answer indicators and a repeat feature for incorrect answers. These inputs were then implemented in the product revision process. After revisions, the product was retested in a limited field trial with 10 students, which demonstrated very positive responses, both in terms of visual appearance, ease of use, and comprehension of the material.

Thus, it can be concluded that the Canva-based educational game learning media developed has met the eligibility criteria and has the potential to support fun, independent, and meaningful learning in the context of Javanese language learning.

Suggestion

Future product development can be directed at:

1. Other topics in Javanese language lessons, such as macapat songs, Javanese script, or *cerkak*, with a similar quiz or simulation approach.
2. Other levels of education, for example grade VII or IX, even subjects in elementary and high school/vocational schools that are relevant to narrative and visual approaches.
3. Wider time and scale development, such as trials in more schools, different regions, or use in the context of online learning based on a Learning Management System (LMS).
4. Derivative products, such as teacher guides, companion worksheets, or more technically interactive versions of simple HTML-based mobile applications.

With this follow-up, it is hoped that learning media innovations like this will not stop at a single product, but will continue to be developed and updated along with technological developments and student needs.

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