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Teacher's TPK Creativity: Canva-Based Student Worksheet (LKPD) Innovation to Enhance Learning Motivation

Rinna Hidayati
Institut Al Fithrah Surabaya, Indonesia
Syamsudin
Institut Al Fithrah Surabaya, Indonesia

Corresponding Author: rhiyna.93@gmail.com

Abstract

The main objective of this research is to describe the Technological Pedagogical Knowledge (TPK) creativity of 1st-grade teachers in developing Canva-based Student Worksheets (LKPD), analyze its implications on students' learning motivation, and identify the supporting and inhibiting factors at MI Al Fithrah Surabaya. This research uses a descriptive qualitative method. The researcher acts as the main instrument with data collection techniques in the form of observation, in-depth interviews with 1st-grade teachers, and documentation of LKPD drafts. Data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and drawing conclusions, with validity testing through source and technique triangulation. The research results show that teachers successfully implemented TPK creatively through independent layout modifications, the integration of child-friendly graphic elements, and bright color combinations without relying entirely on instant templates. The application of this LKPD is proven to have a significant positive impact on learning motivation, as indicated by increased cheerfulness, longer attention spans, and a more orderly classroom atmosphere. The main supporting factor includes adequate facilities. In conclusion, the teachers' TPK creativity in designing LKPD is proven to be effective in overcoming the short attention spans of lower-grade students. Teachers are advised to consistently utilize this visual media to maintain the quality of learning.

Keywords: Teacher creativity, Canva-based LKPD, learning motivation, technological pedagogical knowledge (TPK).

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INTRODUCTION

The 21st century is marked by massive changes and more complex challenges, especially in the world of education. The development of digitalization and digital technology has become the main factor influencing the learning process.(Triyunita et al., 2025) Therefore, educators are required to possess the creativity and ability to integrate technology into learning so as to create an effective and enjoyable learning process. In accordance with Law Number 20 of 2003 concerning the National Education System, education must be held interactively, inspiringly, enjoyably, challengingly, and motivating students to participate actively.(Negara et al., 2023)

In today's digital era, the integration of technology into the classroom is not a choice, but rather a professional urgency that must be possessed by an educator.(Sindi Septia Hasnida et al., 2024) This is one of the efforts to help adapt to the development of digital technology in learning. Facing the digital era, educators are required to master integrative competencies through the Technological Pedagogical Content Knowledge (TPACK) framework.(Aini Fitria, 2024) Meanwhile, the most crucial context to be researched is Technological Pedagogical Knowledge (TPK). TPK is an understanding of how digital technology can transform and support teaching strategies to become innovative, and can trigger the active involvement of students in the classroom.(Nurhayani, Sri Kemala Sandi Yuanita, 2022)

In line with the advancement of the times, forms of basic education development have actively begun to integrate information technology, and their curricula aim to create relevant and adaptive learning for modern times without reducing the identity and religious values of the madrasah.(Fricticarani et al., 2023) One form of learning innovation is the development of Student Worksheets (LKPD).(Nurmayani et al., 2025) LKPD not only functions as a practice tool for students, but also serves as a learning medium capable of increasing engagement and learning motivation, creatively designed by paying attention to the visual aspects and developmental characteristics of students.(Ifni Oktiani, 2017)

Canva is a digital design application that teachers can utilize to develop engaging LKPDs through the use of illustrations, colors, and layouts that suit the characteristics of elementary school students.(Nurmayani et al., 2025) Several studies show that the use of Canva is able to increase students' interest and learning motivation. The utilization of Canva allows teachers to design LKPDs that integrate various visual elements, such as illustrations, color combinations, and layouts suitable for the characteristics of elementary school-aged students.(Meilani Anjelina et al., 2024) Furthermore, it can facilitate teachers in presenting learning materials more attractively and systematically; Canva also supports the creation of innovative and adaptive teaching materials

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for students' needs.(Hanan et al., 2025)

Based on the research results at MI Al Fithrah Surabaya, lower-grade students possess active characteristics with relatively short attention spans. In addition, the use of LKPDs with a less appealing appearance causes students to easily get bored and lack focus in learning, as well as leads to low student motivation in the classroom. On the other hand, researchers found a considerably large potential in increasing students' learning motivation. This is evident from the increased curiosity and enthusiasm of students when the teacher presents new and interesting learning media. These findings indicate that the learning motivation of students at MI Al Fithrah Surabaya still needs to be optimized through the use of more innovative, aesthetic, and interactive learning media. Therefore, teacher creativity in developing Canva-based LKPDs becomes one of the relevant alternative strategies to be applied.

Several previous research results have widely proven that the use of the Canva application can increase students' interest and learning motivation in general. (Nur Fitriana, 2025) However, most of these studies only focus on the technical effectiveness of digital media in public schools. It is still rare to find specific research exploring the creativity of teachers' Technological Pedagogical Knowledge (TPK) competencies in designing visual teaching materials based on aesthetic values, especially for the characteristics of lower-grade students who have short attention spans.(Aini Fitria, 2024) This gap is what the researcher aims to answer through a contextual aesthetic approach at MI Al Fithrah Surabaya.

Based on this explanation, the objective is to describe teacher creativity in developing Canva-based LKPDs, students' learning motivation after its application, as well as the supporting and inhibiting factors of its implementation at MI Al Fithrah Surabaya.

RESEARCH METHODOLOGY

In this research, a descriptive qualitative method was used; the use of this method aims to describe and depict (Sirajuddin Saleh, 2023) the Technological Pedagogical Knowledge (TPK) creativity of teachers in developing Canva-based Student Worksheets (LKPD), as well as its implications for student motivation. The data collection process was carried out directly at the research location through observation, interview, and documentation techniques to obtain a comprehensive picture of the phenomenon being studied.

The research was conducted at MI Al Fithrah Surabaya, located at Jalan Kedinding Lor No. 99, Kenjeran, Surabaya, by plunging directly into the location to conduct observations, interviews, and documentation aimed at getting a real picture regarding the title created by the

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researcher. The informants in this study were the 1st-grade teacher as the creator of the Canva-based LKPD media, and the 1st-grade students as the subjects receiving instructional actions in the classroom.

The data in this study were grouped into 2 types, namely primary and secondary data. Primary data were obtained directly from interview sources with the 1st-grade teacher and observations in classroom learning.Meanwhile, secondary data were collected through documentation techniques which included printed drafts of the Canva LKPD and photos of student activities in the classroom during ongoing learning. (Mukhlash Abrar, 2024)

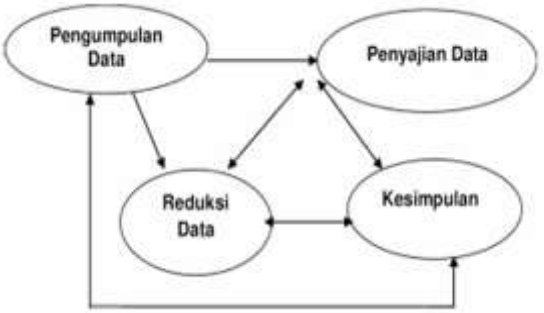


Figure 1. Miles and Huberman Qualitative Research Method

Data were analyzed using the Miles and Huberman interactive model which includes data reduction, data display, and drawing conclusions. (Firman Muhammad Abdurrohman Akbar, 2024) The analysis was carried out continuously from the data collection process until the research was completed. To ensure the validity of the data and the validity of the findings in the field, the researcher applied the source triangulation technique to compare the results of the teacher's interview with the observation data of student behavior and data collection technique triangulation. (Ardiansyah et al., 2023)

RESEARCH RESULTS

Result

The creativity of educators' TPK understanding at MI Al Fithrah Surabaya in designing 1st-grade teaching materials through design in the Canva application. Educators did not just use the available templates randomly, but made spontaneous modifications and layout reconstructions to suit the characteristics of the material and the needs of lower-grade students. In the preparation of the LKPD, educators creatively combined child-friendly graphic elements and

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bright, contrasting color combinations. Educators utilized the Canva design platform, Google, and other digital assets. Even some other teachers optimized the availability of templates that had been provided by Canva.



Figure 2. LKPD results before being Canva-based



Figure 3. Canva-based LKPD results

The documentation data above shows the difference in visual performance between conventional-manual printed LKPDs and aesthetically designed LKPDs from the Canva application. Based on the results of an interview with Ustadzah Tarifah as the homeroom teacher of class 1A, the implementation of Canva-based LKPDs can contribute 85% to increasing students' self-regulation (orderliness) while strengthening their intrinsic motivation in absorbing learning materials.

Based on research results at MI Al Fithrah Surabaya, the creativity of teachers' TPK

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understanding in Canva-based LKPD design involves the educators' creativity in using digital technology to create 1st-grade teaching materials. The use of TPACK becomes the standard in educators' readiness to face the dynamics of digital learning in the modern era. (Irma Lutfiyan Najwa, 2022) Of all the TPACK components used in the study, TPK was applied through the activities of teachers who actively utilized the Canva design platform. Some teachers chose to carry out layout modification and reconstruction independently in making LKPD, while some others were more inclined to optimize the availability of templates provided by Canva.

There were some classes that faced obstacles in maintaining the consistency of students' focus, and there were still some educators who were still monotonous in using learning models. Meanwhile, each grade level has different levels of development. (Fricticarani et al., 2023) The reality in the field showed that lower-grade students, especially 1st grade, tend to have highly active characteristics, making it difficult to maintain focus on the material for a long duration and having short attention spans.

Students in the learning process are often disorderly, busy playing by themselves, and quickly feel bored, especially when the teacher still uses LKPD media whose appearance does not attract students' attention, which causes low student learning motivation in the class.

Teachers' TPK understanding in the creativity of Canva-based LKPD design based on the results of in-depth research with 1st-grade teachers at MI Al Fithrah Surabaya, it was found that educators' understanding of Technological Pedagogical Knowledge (TPK) could be implemented tactically through an independent design process in the Canva application. Educators did not just use available templates randomly, but made spontaneous modifications and layout reconstructions to suit the characteristics of the material and the needs of lower-grade students. Creatively compiling LKPDs combines child-friendly graphic elements and bright, contrasting color combinations. (Rosmana et al., 2024)

The use of Canva-based LKPD in the learning process in grade 1 at MI Al Fithrah Surabaya showed a dynamic integration of digital technology when the Canva-based LKPD was used. Educators combined the use of madrasah facilities by displaying the LKPD on a projector screen. This step directed the students' gaze classically before receiving the printed LKPD individually.

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Figure 4. In-class learning



Figure 5. Out-of-class learning

The response and changes in students' learning motivation in the application of Canva-based LKPDs brought a significant impact on the academic behavior and motivation of 1st-grade students. Every change in attitude was recorded, starting from the consistency of students' eye focus on the projector screen, the speed of students in completing assignments, and the activeness of students who competed with each other to come to the front. Based on the

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observation data of learning activities, students showed cheerful facial expressions and high enthusiasm since the educator distributed the LKPD. The most prominent motivation in the field is the increase in students' perseverance and consistency of focus by doing the given assignments without being distracted by their surroundings, so they do not feel bored participating in learning inside or outside the classroom.

Class orderliness experienced a considerable increase marked by a reduction in students' deviant behavior such as chatting or playing by themselves while the learning process was taking place. Canva-based LKPD with the most attractive design possible can encourage students' activeness, namely students scrambling and being enthusiastic to work on it.

DISCUSSION

There are some teachers who are more inclined to take instant designs and several other applications or use templates from Canva entirely without modification, which can cause students to quickly get bored in learning.The use of frequently used templates makes the LKPD lose its appeal, so the initial goal of using technology to attract students' interest is not achieved according to the objective. At MI Al Fithrah Surabaya, the main key to the teachers' success is not only because they know how to apply Canva, but because the teachers understand how to adjust the design to the conditions of highly active and easily bored 1st-grade children. (Nur Chasanati Indriyaswari Ramandita, 2025)

The TPK creativity of teachers at MI Al Fithrah Surabaya in developing learning media apparently still faces obstacles. This can be seen from the gap in the teachers' abilities, especially when they are trapped in the monotonous use of instant templates in designing visual materials. On the other hand, the presence of the Canva platform provides digital accessibility for educators. However, the tendency of some teachers to just take instant sets from Google or use default Canva templates entirely without contextual modification causes visual saturation in students. The use of templates that are repetitive without any pedagogical reconstruction makes the LKPD lose its element of novelty, so the initial goal of digitalization to attract students' interest is not optimally achieved. (Anasro et al., 2023) This phenomenon is in line with the criticism in the international study by Koehler et al. which asserts that effective TPK integration is not just transferring material into digital devices, but how educators are able to redefine the technology to align with the specific needs of lower-grade students. Teachers only rely on instant templates without a touch of original creativity, the essence of technological innovation will be reduced to a monotonous new administrative routine.

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The comparison of conventional printed LKPDs with creative Canva-based LKPDs in reality at MI Al Fithrah Surabaya captures a sharp contrast between the use of conventional LKPDs and creatively designed Canva-based LKPDs. The existence of conventional LKPDs, which are dominated by black-and-white prints, dense text, and minimal illustrations, has proven to fail in boosting the attention of students who are psychologically in the concrete operational phase. Conversely, when teachers began to apply Canva-based LKPDs that prioritize bright color variations, proportional layout compositions, and the arrangement of child-friendly graphic elements, a significant transformation in learning behavior emerged. Visually and emotionally, students much prefer worksheets that have a creative design compared to the black-and-white format. The varied media acts as a cognitive bridge that turns task instructions that were initially considered burdensome into activities that students look forward to.

The implication of Canva-based LKPD on the stimulation of students' learning motivation, the successful implementation of Canva-based LKPD designed with creative designs provides a real impact in the form of increasing students' intrinsic and extrinsic motivation at MI Al Fithrah Surabaya. This change is clearly visible through enthusiasm, cheerfulness, and increased student enthusiasm for learning during the learning process.When interactive visual elements are combined into worksheets, it can evoke curiosity in students and minimize the short attention span which is the main characteristic of lower-grade students. Meanwhile, theoretically, the strong engagement of developmental students in basic level learning emphasizes the aspects of meaningfulness and pleasure. This finding is supported by research by Juhji and Nuangchalerm which states that learning devices that properly integrate the aesthetic aspects of technology with interactive pedagogical strategies are proven to be effective in creating a high spirit of learning and increasing students' independence in completing their academic tasks in class.

Regarding the findings on the creativity of teachers' Technological Pedagogical Knowledge (TPK) competencies and the dynamics of students' learning motivation were obtained through a series of intensive and systematic data collection processes at MI Al Fithrah Surabaya. The fact regarding the dependence of some teachers on Google's instant templates and the boredom of students was first identified through initial observation activities on physical drafts of worksheets and the lower-class atmosphere. Furthermore, in-depth findings regarding the reasons teachers chose this shortcut were obtained by researchers through direct in-depth interview techniques with first-grade teachers.

On the other hand, the findings regarding the increase in learning motivation and student cheerfulness were obtained by participatively observing the behavior of students directly in the

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classroom while the Canva-based learning process was taking place. Every change in attitude was recorded, starting from the consistency of the students' eye focus on the projector screen, the speed of students in completing tasks, to the activeness of students scrambling to come forward. To ensure the validity of the data findings from the teacher interview results, they were then matched with source and technique triangulation with classroom observation notes and evidence in the form of documentation of colored and uncolored LKPD drafts. It is this multi-layered and direct-to-the-field data collection process that makes the entire reality of learning in this madrasah completely, realistically, and objectively describable.

The success of teachers at MI Al Fithrah Surabaya in creating Canva-based LKPDs is supported by several important internal factors from the madrasah. The main supporting factors are adequate school facilities such as projectors in each class and a stable electricity flow. These facilities make it easy for teachers to display Canva LKPD drafts on the front screen of the class before printed worksheets are distributed to students. In addition, the madrasah also provides full support by facilitating the use of free Canva for Education accounts.An equally important supporting factor is the enthusiasm and willingness from within the teachers themselves to continue learning to utilize digital technology. Lower-grade teachers at MI Al Fithrah have an openness to try new design features to create engaging learning. A mutually supportive environmental condition is the main key to the successful application of technology in elementary schools. (Sindi Septia Hasnida et al., 2024)

This change in media has proven to be a bridge that changes the classroom atmosphere. School assignments that were initially considered heavy and boring by students have now turned into the most anticipated activities. When the 1st-grade teacher is able to design a colorful and visually appealing LKPD, the students' visual attention is immediately focused on the LKPD. The positive impact that occurred at MI Al Fithrah Surabaya is that learning media that prioritizes visual beauty and is packaged attractively is proven to be very powerful in generating a high spirit of learning, making children more independent, and making students more eager to complete school assignments without having to be forced by their teachers.

In addition to supporting factors, teachers at MI Al Fithrah Surabaya also faced several real obstacles when developing LKPDs through Canva. The most main obstacle is that lower-grade students, especially grade 1, tend to have highly active characteristics so it is difficult to maintain focus on the material for a long duration and they have short attention spans. Meanwhile, in the learning process, students often look disorderly, busy playing by themselves, and quickly feel bored. In addition, teachers have a tight teaching schedule coupled with quite a lot of madrasah

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administrative tasks, so the time to design varied LKPDs from scratch is very limited. This time constraint is what sometimes makes teachers take shortcuts by directly using instant templates from Google without editing them anymore, which ultimately makes students feel bored. Regarding the real challenges of teachers in applying technology in madrasahs. However, teachers at MI Al Fithrah succeeded in overcoming these time constraints by saving design templates that had been created previously.The templates are then reused and edited little by little flexibly so that the next LKPD creation process becomes faster and more efficient.

Based on direct observations in the field, this research succeeded in modifying or completing previously existing theories on technology use. All this time, many theories assume that good digital learning must use sophisticated gadgets, expensive laptops. (Pratiwi et al., 2024) However, the findings from MI Al Fithrah Surabaya prove otherwise; for lower-grade students or especially grade 1, the sophistication of the application comes second. The main key is the teacher's sensitivity and creativity in choosing images and bright color combinations that do not make children's eyes tire easily.

These results can also provide new knowledge that Canva LKPDs that are printed in color or displayed through classroom projectors function as highly powerful cognitive tools. This tool can help 1st-grade students pass the transition period of thinking from initially only liking to play to focusing on learning. The teacher's creativity in originally designing the LKPD themselves has proven successful in diverting the focus of students from the addiction to playing by themselves, to focusing on learning in the classroom because its appearance can attract their attention.

CONCLUSION

Based on the research results and discussions that have been described regarding the use of digital media at MI Al Fithrah Surabaya, the conclusions above become three main points including: (1) The creativity of grade 1 teachers in making Canva-based LKPDs is shown through the ability to design their own designs, change layouts, and combine student-friendly images and bright colors without fully relying on the application's default instant templates. (2) The use of Canva-based LKPD has been proven to have a significant positive impact on the learning motivation of grade 1 students, which can be seen from increased cheerfulness, longer attention spans, and a classroom atmosphere that becomes more orderly and active when working on assignments. (3) The main supporting factors for innovation are the existence of projector facilities in classrooms and free Canva accounts from the school, while the main obstacle is limited time. As a suggestion, teachers are expected to be able to consistently utilize this visual media,

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and future researchers can develop this research to see its effect on student learning outcomes.

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