International Journal of Education, Culture, and Society

e-ISSN : 3024-8973
p-ISSN : 3024-8981

Index: Harvard, Boston, Sydney University, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/IJECS.v4i2.10189

Canva-Based Digital Platform Supervision at the Assunnah Foundation in Gorontalo

Zulkifly Lasena, Abdul Kadim Masaong, Besse Marhawati
Gorontalo State University, Indonesia
zulkiflylasena53@gmail.com; akmas1961@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Apr 5, 2026	May 3, 2026	May 15, 2026	May 20, 2026

Abstract

Academic supervision in *madrasahs* is still commonly conducted through conventional mechanisms, limiting its capacity to provide effective, rapid, systematic, and sustainable feedback for improving teacher professionalism. This study aims to develop a Canva digital platform-based supervision model to improve the effectiveness of teacher coaching and learning quality in *madrasahs* and schools under the As Sunnah Foundation in Gorontalo Regency, covering needs analysis, model design, implementation, and its impact on teachers' professional competence. This study was conducted at the As Sunnah Foundation in Gorontalo using a qualitative Research and Development (R&D) design based on the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing. The findings show that Canva Web-based supervision improves the effectiveness and efficiency of academic supervision through easier access, flexible communication, digital documentation, and strengthened learning reflection. The use of Canva also positively affects teachers' professional competence, openness to feedback, lesson planning quality, use of learning media, and classroom management. In addition, digital supervision

IJECS Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

helps *madrasah* principals reduce administrative burdens and support data-driven decision-making. The study concludes that Canva Web-based academic supervision offers a practical digital transformation model for strengthening teacher coaching and improving learning quality in Islamic educational institutions. These findings contribute to educational supervision literature by demonstrating the potential of accessible digital platforms to support systematic, reflective, and data-informed professional development.

Keywords: Academic Supervision; Canva Web; Digital Supervision; Educational Digital Transformation; Teacher Professional Competence

INTRODUCTION

The development of digital technology in 21st-century education requires educational institutions to transform various aspects of management and learning, including the implementation of educational supervision. Conventional supervision, conducted through manual written reports and direct observation, is deemed incapable of providing effective, rapid, and systematic feedback for improving teacher professionalism. This situation is also found in the educational environment of the Assunnah Foundation in Gorontalo, where the use of digital technology in learning supervision remains suboptimal. Yet, madrasah principals play a strategic role as academic supervisors, who are required to introduce technology-based supervision innovations to improve educational quality. The use of digital platforms such as Canva is a potential alternative because it can provide more engaging and interactive data visualizations, learning documentation, and reflection media (Ginting, 2024).

Educational supervision is a crucial component of educational management, aiming to improve the quality of learning in madrasahs. Supervision is a process undertaken to support and facilitate the professional development of educators so they can carry out their duties more effectively and efficiently (Mointi et al., 2021). The primary function of modern supervision is to assess and improve factors that influence student learning (Sahertian, 2020). The primary goal of educational supervision is to improve the quality of learning and enhance teachers' professional competence. The specific objectives of educational supervision can be divided into the following aspects: a) Improving Teaching Quality; b) Teacher Professional Development; and c) Increasing Teacher Motivation (Agustina et al., 2022).

Commonly applied supervision models include the Clinical Supervision model, which focuses on direct observation of teachers' teaching activities in the classroom and provides concrete and constructive feedback. The Collaborative Supervision model prioritizes collaboration between supervisors and teachers, including joint planning and evaluation of the learning process (Syukron et al., 2023). Designing Canva-based supervision involves identifying teacher needs, developing digital supervision tools, and adapting strategies to the conditions of the madrasah. Research reveals that the success of technology-based supervision innovations is greatly influenced by the madrasah principal's readiness for planning and intensive teacher training. The use of Canva as a supervision tool encourages effective communication and visual, easy-to-understand coaching (Sutisna et al., 2022). Effective supervision can transform teachers' mindsets and attitudes, enhance their professional skills, and contribute to a better learning environment. Good supervision can also foster better relationships between madrasah principals and teachers, which in turn improves the quality of learning for students (Sonia, 2022). The use of Canva has been shown to enhance teachers' creativity in creating engaging teaching media and increase student participation in learning (Caswita & Noviyani, 2023)

Researchers believe that the low integration of technology in supervision is not only due to limited facilities, but also to teachers' low digital literacy and the lack of digital supervision models appropriate to the characteristics of madrasahs. Supervision practices, which are still administrative in nature, mean that the teacher coaching process is not optimal in encouraging reflection and developing pedagogical competencies. Furthermore, resistance to change and limited technology training also slow down the digital transformation process in Islamic education. Therefore, it is necessary to develop a supervision model based on the Canva digital platform, which functions not only as an administrative tool but also as a means of collaboration, evaluation, and continuous strengthening of teacher professionalism.

Several previous studies have shown that Canva has significant potential in supporting learning innovation and teacher competency development. Research by Hidayatullah et al., (2023) di SD Negeri Sambirejo 02 Semarang demonstrated that Canva's use can enhance teacher creativity and students' 4C skills through interactive learning media. Research by Hendratno et al., (2025) also demonstrated that Canva digital literacy training for elementary school teachers can improve their ability to design innovative learning media. Meanwhile, Susanto & Almanfaluti, (2025) explained that Canva offers

advantages in terms of ease of use, information quality, and service interaction, although it still has limitations related to internet access and certain features.

However, these studies have focused more on the use of Canva as a learning and teacher training tool, rather than as an educational supervision tool. To date, very little research has specifically developed a clinical supervision model based on the Canva digital platform in madrasah or Islamic school settings. Thus, there is a research gap in developing digital supervision that is integrated with the needs of madrasah principals in developing systematic, collaborative, and technology-based teacher development.

The novelty of this research lies in the development of a Canva Web-based supervision model applied in the context of Islamic education at the Assunnah Foundation in Gorontalo. This research utilizes Canva not only as a visual design tool but also as a supervision instrument, used during the pre-observation, observation, and post-observation stages. Furthermore, this study integrates a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to design contextual and applicable digital supervision. Theoretically, this research is based on the theory of clinical supervision developed by Cogan, Goldhammer, and Weller, which emphasizes the importance of professional dialogue between teachers and supervisors. This theory is then combined with the theory of digital transformation in education and the use of interactive visual media in learning.

This research focuses on the development of supervision based on the Canva digital platform in the educational environment of the Assunnah Foundation in Gorontalo. The research aims to analyze the needs of madrasah principals in developing supervision, design a Canva-based supervision model, describe the process of transforming supervision from conventional methods to digitalization, analyze the implementation of Canva-based supervision, and evaluate the effectiveness of digital supervision in improving teacher professionalism and learning quality. This research is expected to produce a digital supervision model that is innovative, effective, and relevant to the needs of Islamic education in the era of digital transformation.

METHODS

This study employed a qualitative approach with a Research and Development (R&D) approach. Qualitative methods were chosen because the study aimed to gain a

deeper understanding of the development process, implementation, and user experience of the Canva digital platform-based supervision within the Assunnah Gorontalo Foundation educational environment. This approach enabled researchers to explore the perceptions, responses, and reflections of madrasah principals and teachers regarding the effectiveness and acceptability of the developed digital supervision model.

The research design employed the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Molenda, 2015). This model was chosen because it offers systematic, flexible steps, and is suitable for use in developing digital technology-based media and learning models. The first stage is analysis, which involves analyzing supervision needs, weaknesses in conventional supervision methods, and the readiness of teachers and madrasah principals to use digital technology. The second stage is design, which involves developing the digital supervision flow, observation instruments, and visual feedback formats based on Canva. The third stage is development, which involved developing a prototype in the form of a Canva supervision template, digital instruments, and a Canva-based supervision user guide. The fourth stage is implementation, which involves implementing the digital supervision model on a limited basis in the educational units of the Assunnah Foundation in Gorontalo through actual supervision. The final stage is evaluation, which assesses the effectiveness, efficiency, and acceptability of the Canva-based supervision model through interviews, observations, and documentation of supervision results.

The research was conducted in the educational units of the Assunnah Foundation in Gorontalo Regency, including Permata Sunnah Kindergarten, Imam Syafii Telaga Islamic Middle School, Imam Syafii Telaga Islamic Middle School, As Sunnah Gorontalo Islamic Middle School, and As Sunnah Gorontalo Islamic Middle School. The research locations were selected purposively because the foundation is developing educational quality standards based on the Educational Organization Management System (SMOP)/ISO 21001:2018, specifically in the aspects of human resource development and digital transformation. The research was conducted over approximately five months, from October 2025 to February 2026, encompassing preparation, data collection, product development, implementation, evaluation, and report preparation.

Participants in this study consisted of madrasah principals and teachers at the Assunnah Foundation Gorontalo educational unit. The madrasah principals served as

supervisors and primary users of the Canva-based supervision model, while the teachers served as both the objects of supervision and users who provided feedback on the effectiveness of the developed model. The sampling technique used was purposive sampling, which involves the deliberate selection of participants based on specific considerations (Creswell & Poth, 2016). These considerations included direct involvement in supervision activities, readiness to use the Canva digital platform, and experience in implementing learning and supervision in madrasahs. This technique was used to obtain more in-depth data relevant to the research objectives.

The research instruments consisted of semi-structured interview guidelines, observation sheets, documentation, and product validation instruments. The interview guidelines were used to explore the perceptions of madrasah principals and teachers regarding supervision needs, the effectiveness of Canva use, technical challenges, and the usefulness of the digital supervision model. Observation sheets were used to observe supervision implementation, teacher involvement, the use of visual media, and the observed learning process. Documentation was used to collect data in the form of Canva supervision templates, digital observation results, learning videos, activity photos, and digital-based clinical supervision archives. Furthermore, the study utilized expert validation instruments to assess the accessibility, efficiency, usefulness, relevance, and sustainability of the Canva-based supervision model. Data collection was conducted through in-depth interviews, direct observation, Google Form completion, documentation studies, and product validation by users and expert validators.

The data analysis technique used was descriptive qualitative data analysis using the Miles & Huberman model (Miles et al., 2014). The analysis was conducted through three main stages: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting, focusing, and simplifying data relevant to the research objectives. Data presentation was done in the form of descriptive narratives, summary tables, and interview quotations to facilitate data interpretation. Next, conclusions were drawn by identifying the meaning of the data, evaluating the effectiveness of the Canva-based supervision model, and developing recommendations for developing digital supervision in Islamic education settings. The data analysis process was conducted simultaneously from the data collection stage to the final product evaluation, allowing researchers to continuously reflect on and refine the supervision model.

RESULTS

The research findings indicate that the development of supervision based on the Canva Web digital platform in the educational environment of the As Sunnah Foundation in Gorontalo can increase the effectiveness and efficiency of academic supervision compared to conventional models. The development was carried out through the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The analysis phase revealed that previous supervision was still conducted manually, resulting in various obstacles, such as time constraints, distance between educational units, unorganized documentation, and communication barriers due to the separation of male and female classes. These conditions prevented the teacher development process from running optimally and sustainably.

Based on the needs analysis, teachers and supervisors required a supervision tool that was easily accessible, flexible, practical, and capable of supporting digital communication and documentation. Therefore, a Canva Web-based supervision tool was developed in the form of a landing page that includes the stages of clinical supervision, from pre-observation and learning observation to post-observation. This system also features digital instruments, consultation scheduling, uploading learning videos, and a space for reflection and feedback between teachers and supervisors.

The development results indicate that the Canva-based digital supervision tool was deemed suitable for use based on expert and user validation. The validators stated that the application excels in accessibility, time efficiency, ease of documentation, and its usefulness in supporting learning reflection and improving teacher performance. Furthermore, this supervision model was deemed relevant to the policy direction of digitalizing education governance in madrasas. Nevertheless, the validators also provided several development notes, particularly regarding the need for more systematic user guidelines, strengthening interactive features, and improving digital literacy training for users unfamiliar with technology.

During the implementation phase, Canva-based supervision was implemented in five formal education units at the As Sunnah Foundation in Gorontalo: Permata Sunnah Kindergarten, Imam Syafii Islamic Middle School, Imam Syafii Islamic Middle School, As Sunnah Islamic Middle School, and As Sunnah Islamic Middle School. Supervision was conducted through several stages: platform usage training, completing learning problem

identification forms, scheduling consultations, direct and video learning observations, completing digital supervision instruments, joint reflection, and providing feedback and follow-up. This process demonstrated that digital supervision can facilitate coordination between teachers and supervisors without the need for constant face-to-face meetings.

Research findings also indicate that the use of Canva Web has a positive impact on improving teachers' professional competence and learning quality. Teachers become more open to input, engage in self-reflection more easily, and are more motivated to improve the quality of their learning after receiving feedback presented visually and communicatively. Digital supervision also helps teachers improve the quality of lesson planning, the use of media and learning methods, classroom management, and student engagement in the learning process. Overall, supervision results indicate that the quality of teachers' lesson planning and implementation is in the good to excellent category.

In addition to improving learning quality, Canva-based supervision has also been shown to increase the efficiency of supervision implementation. Supervisors assessed that the use of digital media saves time, reduces the use of physical documents, simplifies archiving, and facilitates access to supervision data anytime and anywhere. Digitally stored supervision instruments can be reused, reducing the administrative burden on madrasah principals. Supervision documentation also becomes more systematic, structured, and easier to analyze as a basis for decision-making and integration with Teacher Performance Assessments (PKG).

Interviews with madrasah principals acting as supervisors indicate that the Canva-based supervision model is more effective than conventional supervision because it fosters more open, collaborative, and reflective communication between supervisors and teachers. The visual presentation in Canva reduces the pressure of supervision and instead provides a platform for professional discussion to improve learning. Furthermore, this model is considered flexible and can be applied to other madrasahs with similar circumstances, especially those that have begun developing digital education governance.

However, this study also identified several obstacles to the implementation of digital supervision, including limited internet access, uneven teacher digital literacy, and limited features in the free version of Canva. Therefore, ongoing training, standardization of digital supervision instruments, strengthening of technological infrastructure, and development of more interactive features are needed to ensure optimal and sustainable

implementation of digital supervision. Overall, this study found that supervision based on the Canva Web digital platform is an effective, efficient, flexible, and relevant innovation in supporting academic supervision in madrasas. This model is able to improve the quality of supervision, strengthen teacher reflection and professional communication, and support the continuous improvement of learning quality within the As Sunnah Gorontalo Foundation.

DISCUSSION

Analysis of Research Results

The results of this study indicate that the development of supervision based on the Canva Web digital platform can improve the effectiveness and efficiency of academic supervision implementation at the As Sunnah Foundation in Gorontalo. This finding demonstrates that the transformation of supervision from a conventional to a digital system is a relevant need in the face of developments in educational technology and the limitations of direct interaction in madrasah environments.

During the needs analysis phase, it was discovered that previous academic supervision was still manual, administration was poorly documented, and communication between supervisors and teachers was limited due to geographical conditions and the system of separated learning spaces. These findings indicate that conventional supervision is not fully capable of supporting sustainable teacher development. Therefore, the use of a digital platform is a solution to strengthen communication, documentation, and the sustainability of supervision.

The development of Canva Web-based supervision through the ADDIE model has proven to be able to create a more systematic and flexible supervision system. During the design and development phase, features such as digital instruments, consultation schedules, uploading learning videos, and a reflection space helped supervisors carry out supervision more effectively. This demonstrates that the digitalization of supervision serves not only as an administrative tool but also as a means for teachers to reflect professionally. The implementation of digital supervision also demonstrated positive changes in teachers' professional competence. Teachers became more receptive to feedback, engaged in self-reflection more easily, and were more motivated to improve the quality of learning. Visual and communicative feedback made the supervision process feel more humane and

collaborative compared to conventional supervision, which tends to be formal and administrative. Furthermore, supervision results indicated that the quality of teachers' lesson planning and implementation was in the good to excellent category, suggesting that digital supervision contributed to improving learning quality.

From an efficiency perspective, the use of Canva Web saved supervision time, reduced the use of physical documents, simplified data archiving, and facilitated real-time access to supervision documents. These findings indicate that digitalizing supervision helps madrasah principals reduce administrative burdens and increase the effectiveness of data-driven decision-making. Thus, digital supervision not only improves the quality of teacher development but also supports more modern and adaptive educational governance.

However, the study also identified several barriers to implementing digital supervision, such as limited internet access, uneven teacher digital literacy, and limited features in the free version of Canva. These findings indicate that the success of digital supervision is greatly influenced by the readiness of the technological infrastructure and the digital competence of users.

Literature Comparison

The results of this study align with those of Afwi et al., (2026) which stated that educational supervision in the digital era is undergoing a transformation from a conventional model to a technology-based approach that is more flexible, collaborative, and effective in supporting reflection and feedback on learning. This study confirms that the use of digital platforms can strengthen the observation and communication process between supervisors and teachers.

The findings of this study also support those of Ramadhan et al., (2026) which stated that digital-based educational supervision contributes to improving teacher professionalism and performance through a more effective, accountable, and systematically documented supervision process. Furthermore, this study is relevant to the results of Desnora et al., (2026) which found that integrating digital technology into academic supervision can increase the efficiency of supervision implementation, strengthen learning documentation, and enhance teachers' professional competence and digital literacy. This study also confirms that digital supervision transforms supervision patterns to be more adaptive and collaborative.

In terms of using Canva as a digital medium, the results of this study align with the study by Ilahy et al., (2025) which stated that Canva has advantages in terms of ease of access, design flexibility, and the ability to increase user engagement in the learning process. The study also found that using Canva can increase teacher creativity and the effectiveness of information delivery. These findings are further supported by research by Widiastuti, (2024) which shows that Canva is effective as a digital learning medium because it can increase user engagement, simplify material delivery, and create a more engaging learning experience.

However, the results of this study also highlight the existence of digital literacy barriers and limited internet access. This aligns with research by Susanti & Kurniati, (2025) which found that implementing Canva in educational environments with limited digital access still faces challenges related to technological readiness and users' ability to optimally utilize the digital platform. Therefore, this study reinforces previous research that digitalizing academic supervision based on digital platforms can improve supervision effectiveness, teacher competence, and learning quality, but still requires infrastructure support and increased user digital literacy.

Implications of Research Findings

The findings of this study have theoretical, practical, and policy implications. Theoretically, this study strengthens the concept of digital academic supervision as a form of transformation in educational supervision in the information technology era. Supervision is no longer understood solely as an administrative assessment process, but as a collaborative, reflective, and technology-based process that supports the continuous professional development of teachers. Practically, this study provides an alternative digital-based academic supervision model that can be implemented in madrasas and other schools with similar conditions. The use of Canva Web allows supervisors to carry out supervision more flexibly, documented, and efficiently without having to rely entirely on face-to-face meetings. This model can also assist madrasa principals in managing supervision data more systematically and supporting integration with the Teacher Performance Assessment (PKG).

From a policy perspective, the results of this study support the digitalization of education governance, particularly in madrasas. These findings can serve as a basis for educational institutions and the government in developing technology-based supervision

systems that are more modern, effective, and adaptive to the development of digital education. Furthermore, this study demonstrates the importance of digital literacy training for teachers and supervisors for optimal implementation of digital supervision.

Research Limitations

This study still has several limitations. First, it was conducted only within the As Sunnah Foundation in Gorontalo, so the results cannot be broadly generalized to all madrasahs or schools with varying conditions. Second, the implementation of digital supervision is still influenced by limited internet connections and uneven digital literacy among users, resulting in less than optimal effectiveness of digital platform use. Third, this study focused more on the development and implementation of Canva Web-based supervision, so its effectiveness cannot be compared with other digital platforms with more complex supervision features. Fourth, this study used a qualitative descriptive approach, so it did not quantitatively measure the effect of digital supervision on improving student learning outcomes or improving teacher competency statistically.

Therefore, further research is recommended to expand digital supervision to a broader range of institutions, employ a quantitative or mixed methods approach, and develop a more comprehensive integration of digital supervision with the education management system and Teacher Performance Assessment (PKG).

CONCLUSION

Based on the research results and discussion, it can be concluded that the development of supervision based on the Canva Web digital platform at the As Sunnah Gorontalo Foundation is capable of becoming an effective, efficient, and relevant academic supervision innovation to meet the needs of education in the era of digital transformation. Supervision development was conducted using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The analysis phase revealed that conventional supervision still faces various obstacles, such as time constraints, unsystematic documentation, communication barriers, and a suboptimal ongoing teacher development process. Based on these needs, a Canva Web-based digital supervision model was developed, incorporating the stages of clinical supervision, from pre-observation, observation, to post-observation, digitally and in an integrated manner.

The results indicate that the use of Canva Web in academic supervision can improve the effectiveness of supervision through ease of access, time efficiency, communication flexibility, and a more organized documentation system. Digital supervision also has a positive impact on improving teachers' professional competence, particularly in aspects of learning reflection, openness to feedback, lesson planning, use of learning methods and media, and classroom management. Furthermore, digital-based supervision helps madrasah principals reduce administrative burdens and support more systematic, data-driven decision-making.

This research contributes to the development of science, particularly in the field of educational supervision and the digital transformation of Islamic education. Theoretically, this research strengthens the concept of digital academic supervision, positioning supervision not merely as an administrative activity but as a collaborative, reflective, and technology-based process to support the ongoing professional development of teachers. This research also expands the use of the Canva platform, previously primarily used as a learning medium, into a practical and contextual digital academic supervision instrument in madrasah environments. Furthermore, this research provides a practical contribution in the form of a Canva Web-based supervision model that can serve as an alternative supervision innovation for other educational institutions developing digital education governance.

However, this research still has limitations, including the location of the study, which was only conducted within the As Sunnah Foundation in Gorontalo, and the use of a descriptive qualitative approach that did not statistically measure the effect of digital supervision on student learning outcomes or teacher competency improvement. Therefore, further research is recommended to develop a digital supervision model for a broader range of educational institutions, using a quantitative or mixed methods approach, and comparing the effectiveness of Canva with other digital supervision platforms. Future research could also develop the integration of digital supervision with education management systems, Teacher Performance Assessments (PKG), and strengthen digital literacy training to support more optimal and sustainable implementation of technology-based supervision.

REFERENCES

Afwi, S. B., Sikana, Z. A. M., & Ubaidillah, A. F. (2026). Transformasi Model Supervisi Pendidikan di Era Digital: Sintesis Aplikasi dan Efektivitas pada Berbagai Jenjang Lembaga Pendidikan. *Al-Tufulah: Journal of Islamic Early Childhood Education, 1*(1), 1–12. https://ejournal.edutechindonesia.id/index.php/altufulah/article/view/6

Agustina, L., Maunah, B., & Mutohar, P. M. (2022). Evaluasi Pelaksanaan Supervisi Berbasis Pembelajaran yang Efektif. *Jurnal Ekonomi Teknologi dan Bisnis (JETBIS), 1*(3), 135–138. https://doi.org/10.57185/jetbis.v1i3.18

Caswita, C., & Noviyani, S. (2023). Upaya Peningkatan Kompetensi Guru dalam Pemanfaatan Media Digital Canva melalui In-House Training. *Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan, 11*(1), 109–116. https://doi.org/10.36052/andragogi.v11i1.306

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Desnora, B., Firmansyah, A., Iryani, E., Muspawi, M., & Denmar, D. (2026). Integrasi Teknologi Digital dalam Transformasi Supervisi Akademik: Systematic Literature Review. *Jurnal Inovasi Pendidikan dan Teknologi Informasi (JIPTI), 7*(1), 191–204. https://doi.org/10.52060/jipti.v7i1.4066

Ginting, B. S., Mesiono, & Neliwati. (2024). Pelaksanaan Supervisi Klinis dalam Peningkatan Kinerja Guru di SD IT Ad-Durrah Medan. *Didaktika: Jurnal Kependidikan, 13*(1), 403–416. https://doi.org/10.58230/27454312.435

Hendratno, H., Amalia, E., Istiq'faroh, N., Siswanto, B. E., & Mufidah, Z. R. (2025). Pelatihan Literasi Digital Canva untuk Guru Sekolah Dasar. *Kontribusi: Jurnal Penelitian dan Pengabdian kepada Masyarakat, 5*(2), 222–231. https://doi.org/10.53624/kontribusi.v5i2.524

Hidayatullah, A., Artharina, F. P., Sumarno, S., & Rumiarci, E. (2023). Penggunaan Aplikasi Canva pada Pembelajaran di Sekolah Dasar. *Jurnal Educatio FKIP UNMA, 9*(2), 943–947. https://doi.org/10.31949/educatio.v9i2.4823

Ilahy, W. Q., Subali, B., & Widiarti, N. (2025). Kajian Literatur Tren Penelitian Pengembangan Media Pembelajaran Interaktif Berbantuan Canva pada Rentang Tahun 2020–2025. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10*(1), 213–222. https://doi.org/10.23969/jp.v10i01.23780

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Mointi, S. W., Masaong, A. K., & Marhawati, B. (2021). Evaluasi Program Supervisi Kepala Madrasah dalam Pengembangan Kurikulum dan Pembelajaran. *Student Journal of Educational Management, 1*(1), 73–82. https://doi.org/10.37411/sjem.v1i1.890

Molenda, M. (2015). In search of the elusive ADDIE model. *Performance Improvement, 54*(2), 40–42. https://doi.org/10.1002/pfi.21461

Ramadhan, R., Rahayu, E. A. D., Fabestian, A., & Caesarani, A. (2026). Transformasi Supervisi Pendidikan Berbasis Digital dalam Meningkatkan Kinerja dan Profesionalisme Guru. *Pedagogy: Jurnal Ilmiah Ilmu Pendidikan, 13*(1), 44–63. https://e-journal.upm.ac.id/index.php/pedagogy/article/view/312

Sonia, N. R. (2022). Supervisi Pengembangan Mutu Pendidikan: Tinjauan Konsep Developmental Supervision Glickman. *Southeast Asian Journal of Islamic Education Management, 3*(1), 103–122. https://doi.org/10.21154/sajiem.v3i1.97

Susanto, A. A., & Almanfaluti, I. K. (2025). Analisis Kualitas Canva sebagai Platform Desain Online dan Media Pembelajaran Interaktif. *Jurnal Teknologi Komputer dan Informatika, 3*(2). https://doi.org/10.59820/tekomin.v3i2.345

Sutisna, N., Muhaemin, M., & Ramadhan, A. (2022). Difusi Inovasi Aplikasi Siputeri dalam Meningkatkan Pelayanan Informasi Publik di Pemerintah Kabupaten Pandeglang. *Jurnal Ilmu Politik dan Pemerintahan, 8*(2). https://jurnal.unsil.ac.id/index.php/jipp/article/viewFile/5746/2382

Syahriyanti, M., Susanti, N., Amanah, S., Sofyan, S., & Afrizal, A. (2025). Changes in students' perceptions and technology acceptance in science education: Implementing Canva in the context of the digital divide. *Tekno-Pedagogi: Jurnal Teknologi Pendidikan, 15*(2), 264–275. https://doi.org/10.22437/teknopedagogi.v15i2.48146

Syukron, M., Siregar, D. R. S., & Ratnaningsih, S. (2023). Model Supervisi dalam Penjaminan Mutu Lembaga Pendidikan. *Jurnal Kependidikan Islam, 13*(1), 44–54. https://doi.org/10.15642/jkpi.2023.13.1.44-54

Trianah, & Sahertian, P. (2020). Lingkungan Keluarga, Lingkungan Sosial, dan Pergaulan Teman Sebaya terhadap Hasil Belajar. *Jurnal Penelitian dan Pendidikan IPS, 14*(1), 7–14. https://doi.org/10.21067/jppi.v14i1.4765

Sugiarni, Widiastuti, D. E., & Tahrun. (2024). The implementation of Canva as a digital learning tool in English learning at vocational school. *English Learning Innovation (Englie), 5*(2), 264–276. https://doi.org/10.22219/englie.v5i2.34839