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Development of a Canva-Based E-Booklet for Geometry Learning in Elementary School Students

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Abstract
This study aims to develop an e-booklet as an instructional medium designed using Canva to enhance elementary school students' understanding of geometric elements. The e-booklet facilitates visualization and spatial comprehension of geometric concepts, such as points, lines, and three-dimensional shapes, which students often find challenging to grasp. The study employed a Research and Development (R&D) approach using the ADDIE model, encompassing the stages of analysis, design, development, implementation, and evaluation. Validation was conducted by subject matter, media, and language experts, and the e-booklet was tested on small and large groups. The validation results indicated high levels of validity, with average scores of 4.7 for content, 4.8 for media, and 4.8 for language. Practicality was also rated highly, with an average score of 5 based on teachers' evaluations and positive feedback from students, demonstrating improved understanding of geometric concepts. The e-booklet effectively delivers geometric concepts visually and interactively, serving as an alternative and effective learning medium. This study concludes that the Canva-based e-booklet can create an engaging learning environment and support teachers in the instructional process. Further development is recommended to enhance its effectiveness in teaching other mathematical topics.

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INTRODUCTION

Mathematics education today prioritizes deep conceptual understanding over rote memorization of formulas (Munandar et al. 2021). Ghazali and Zakaria (2011) argue that conceptual understanding should be emphasized to improve students' mathematical learning outcomes. Similarly, Changwong, Sukkamart, and Sisan (2018) emphasize that concept-based mathematics education develops critical thinking skills and equips students to tackle real-world problems. Eymur and Geban (2017) further underscore the value of constructivist approaches that actively engage students, thereby enhancing their grasp of mathematical concepts. To achieve these goals, improving the quality of education requires creating learning environments that are interactive and engaging.

Interactive learning environments must encourage students to develop creativity and independence. This aligns with Government Regulation of the Republic of Indonesia No. 57 of 2021, Article 12, Paragraph 1, which mandates that the learning process foster creativity, physical and psychological development, and student independence based on their interests and talents. To meet these requirements, teachers must design lessons that are enjoyable, interactive, motivating, and challenging.

Instructional media play a critical role in achieving these objectives by not only supporting teachers but also fostering a more engaging and motivating learning experience (Sari, 2024). In line with this, the Indonesian Ministry of Education and Culture Regulation No. 16 of 2022 emphasizes the need for interactive and effective instructional media that create a positive learning atmosphere. Such media are vital in enhancing the meaning and quality of learning for students.

In today's digital era, instructional media are increasingly important as they accommodate diverse learning styles and address individual student needs. Coşkun Çelik and Özdemir (2020) highlight that the integration of digital instructional media significantly improves students' academic success by fostering personalized learning experiences. Furthermore, these media promote collaborative learning environments where teachers serve as facilitators rather than sole providers of information.

Advances in technology have enabled the use of electronic instructional media, such as e-booklets, which provide engaging and interactive content to enrich students' learning experiences (Kalyani, 2024). Sari and Rosjanuardi (2018) found that interactive instructional media help students develop better mathematical representation skills, thereby enhancing conceptual understanding.

This study focuses on developing an e-booklet to enhance elementary students' understanding of geometric concepts through the Canva platform. While Canva has not been explicitly studied in an educational context, it is widely recognized as an accessible graphic design tool that allows educators to create visually appealing and effective instructional materials (Kurniasih et. Al, 2023; Lestari, 2024; Sinta and Fanreza, 2024).

Geometry, as a branch of mathematics, poses unique challenges due to its abstract nature. Concepts such as points, lines, planes, and spaces are often difficult for students to understand because they lack tangible, physical representations. As a result, students must rely on their imagination to grasp how these elements interact within a geometric framework. Without a strong foundational understanding, this abstraction can create significant barriers, particularly for students who learn best through concrete, hands-on experiences.

Mastery of geometry also requires strong visual representation skills. Students need to visualize two- and three-dimensional shapes, comprehend angular relationships, and imagine geometric transformations. Not all students possess strong spatial visualization skills, which often leads to difficulties in learning

geometry. These challenges are exacerbated when teaching methods fail to integrate adequate visual aids, such as interactive diagrams or geometry software, making the learning process less effective.

Furthermore, students often struggle to see the practical relevance of geometry in their daily lives. Many perceive the subject as disconnected from real-world applications, leading to a lack of motivation to learn it. In reality, geometry has extensive applications in fields such as architecture, engineering, and design. The disconnect between theory and practice makes it harder for students to link abstract concepts to tangible benefits, compounding the challenges of learning geometry.

The use of e-booklets addresses these challenges by integrating text and visual elements to enhance comprehension. Sari and Rosjanuardi (2018) suggest that interactive media are particularly suitable for elementary students, as they combine appealing illustrations with digital content to simplify complex mathematical concepts.

Canva, an online graphic design platform, provides an accessible way to create high-quality instructional materials without requiring formal design expertise. While there is limited research on Canva's role in education, its widespread adoption among educators suggests that it is an effective tool for developing visually engaging instructional materials.

The integration of technology in education is increasingly essential in modern times. Farahita (2024) emphasizes the role of various instructional media, including books, audio, video, and computer technology, in enhancing classroom communication and interaction. Davis and White (2020) further highlight that effective instructional media not only deliver knowledge and skills but also engage and motivate students to learn.

E-booklets offer flexibility and ease of use in the learning process. Smith and Clark (2018) explain that interactive multimedia elements in instructional media enhance students' conceptual understanding. Additionally, e-booklets support independent learning by providing students with access to a wide range of educational materials.

Incorporating graphic design tools such as Canva introduces a creative dimension to instructional media. Canva enables the presentation of visually appealing materials that align with current technological trends, supporting more effective and meaningful learning experiences. Its flexibility also fosters collaboration between teachers and students, promoting participative and engaging classroom activities.

This study distinguishes itself from previous research by focusing on the development of a Canva-based e-booklet specifically for fifth-grade mathematics, with a particular emphasis on geometry. While earlier studies have often targeted biology subjects at secondary education levels, this research addresses the unique needs of elementary school students by combining visually engaging designs with appropriately tailored content.

Preliminary observations conducted on November 22, 2023, in Grade 5 at SDN 55/I Sridadi revealed that the school

implements the Kurikulum Merdeka (Independent Curriculum). However, instructional media used in the learning process remain conventional, such as textbooks, teaching aids, and PowerPoint presentations, which are less interactive and engaging, leading to suboptimal learning experiences.

Interviews with students indicated a preference for visually-based learning. This aligns with Piaget's theory of cognitive development, which posits that children aged 7–11 are in the concrete operational stage and require visual representations to grasp abstract concepts. Visually designed instructional media can address these cognitive needs and facilitate better understanding.

Based on this background, this study aims to develop an e-booklet using the Canva platform. The e-booklet is expected to enhance students' understanding of geometric concepts in a manner that is engaging, interactive, and aligned with the demands of the digital era.

This research seeks to overcome the limitations of conventional instructional media, which are often less interactive and engaging. The study offers an innovative alternative that not only provides practical instructional media but also delivers a product that teachers can implement directly in the classroom. The developed e-booklet is expected to boost students' learning interest, clarify content delivery, and assist teachers in managing the teaching process effectively.

The findings of this study contribute significantly to the field of education, particularly in the development of modern, technology-based instructional media tailored to elementary students' needs. In addition to its practical applications, this research serves as a valuable reference for future studies on similar media, both in academic contexts and practical implementation. Ultimately, the study aims to have a substantial positive impact on the effectiveness of learning in elementary education.

METHOD

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a systematic approach used to design and develop instructional programs. This model was selected as it aligns with the needs of the intended product, an electronic media in the form of an e-booklet. Siagian (2023) explains that the ADDIE model consists of structured steps systematically designed to address learning challenges by adapting instructional media to students' needs and characteristics (Syahid et al, 2024). This study employs the Research and Development (R&D) method.

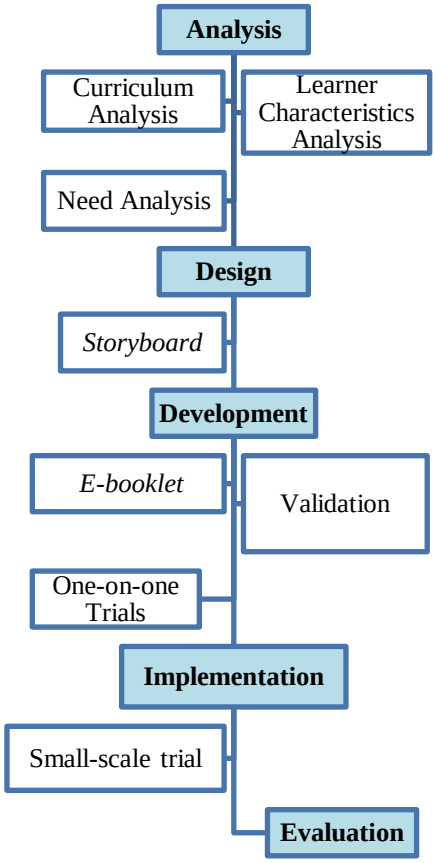
The study was conducted at SD Negeri 55/1 Sridadi, involving 30 fifth-grade students, divided into two groups: 10 students for the small-scale trial and 20 students for the large-scale trial. The selection of research subjects was based on several critical considerations. First, the cognitive developmental stage of fifth-grade students makes them an ideal group for the introduction of innovative learning media, such as a Canva-based e-booklet. At this stage, students begin to develop the ability to understand more complex mathematical concepts but often struggle to relate these concepts to real-world applications without engaging and

interactive media. Additionally, mathematics is often perceived as a difficult and less appealing subject. The Canva-based e-booklet was chosen because the platform allows for the creation of instructional materials that are not only informative but also visually appealing and easy to comprehend.

Development Procedure

Mustofa and Kurniawan (2020) state that the ADDIE model, introduced by Robert M. Branch, consists of five phases: analysis, design, development, implementation, and evaluation. In developing an e-booklet as a geometry learning medium for Phase C students, each phase is designed to produce a product that meets the instructional needs of mathematics education.

Figure 1. Development Procedure



1. *Analysis*

The analysis phase ensures that the content in the e-booklet aligns with the Kurikulum Merdeka (Independent Curriculum) implemented at SDN 55/1 Sridadi. This analysis involves identifying content standards, learning processes, expected competencies for Phase C students, and geometry learning objectives to ensure the developed media meets the required competencies. Additionally, a needs analysis was conducted to identify students' challenges in understanding geometry, including technical constraints such as hardware and software availability. Based on interviews with the homeroom teacher and fifth-grade students, it was found that the existing instructional media were limited to simple PowerPoint presentations. However, positive responses from teachers and students regarding the potential of an e-booklet confirmed that this medium could serve as an innovative solution. Furthermore, an analysis of student characteristics highlighted the cognitive aspects of fifth-grade students, who are at the concrete operational stage according to Piaget's theory. At this stage, students require visual and concrete learning approaches to enhance their comprehension. Therefore, the e-booklet was designed with visually engaging and practical elements to accommodate their cognitive development.

2. *Design*

   The design phase involved creating a storyboard outlining the layout and structure of the e-booklet, from the cover page to the content, which includes animations, geometric illustrations, and interactive materials. The storyboard was developed to ensure that the e-booklet is visually appealing, informative, and aligned with learning objectives.

3. *Development*

   During the development phase, the e-booklet was created based on the storyboard. This process included:

   a. Content development, incorporating well-structured information, visual designs, and multimedia elements such as images, videos, and animations.
   b. Expert validation, involving: Media experts, who assessed the feasibility and quality of the Canva-based e-booklet. Content experts, who evaluated the content's alignment with the curriculum and its relevance to learning objectives. Language experts, who examined the linguistic aspects to ensure clarity and appropriateness for fifth-grade students. Practitioners, who reviewed the applicability of the e-booklet in real classroom settings.
   c. One-on-one trials with individual students to evaluate the effectiveness and suitability of the e-booklet.

4. *Implementation*

   The implementation phase commenced after revisions and expert validation. The e-booklet was tested in a small-scale trial involving a group of fifth-grade students. The researcher collaborated with the teacher to observe its impact on students' mathematical understanding through interviews and observations before and after using the e-booklet.

   In the small-scale trial, the developed media was tested on a small group of students representing the target audience. This trial aimed to assess the usability of the media, identify any unclear or ineffective aspects, and evaluate its consistency in delivering information to students. The findings provided initial insights into the effectiveness of the media in supporting the learning process and offered an opportunity for refinements before its application to a larger group.

   Following the small-scale trial, a large-scale trial was conducted, involving a broader and more representative sample of the target users. This stage aimed to verify whether the results obtained in the small-scale trial could be generalized to a larger group and whether the media remained effective and consistent in achieving the desired outcomes. The large-scale trial allowed for the assessment of the media’s reliability on a broader scale, identification of potential issues not detected in the small-scale trial, and

confirmation of its usability across diverse learning situations.

By conducting both trials, the developers ensured that the media was not only effective but also reliable—meaning that it consistently enhanced students' comprehension and could be used effectively under various conditions and by different groups of users. Thus, reliability testing through both small- and large-scale trials was a crucial step in the implementation phase to ensure that the developed instructional media was dependable and ready for widespread use.

5. *Evaluation*

The evaluation phase included formative evaluation at each stage of development and summative evaluation of the overall process. This evaluation ensured that the instructional media met the needs of both students and teachers and effectively achieved the intended learning objectives.

Trial Subjects

The e-booklet instructional media was tested through one-on-one trials with three students representing high, medium, and low abilities, and small-scale trials involving 8–15 students.

Data Types and Sources

This study utilized qualitative data, including feedback from validators, teachers, and students, as well as quantitative data in the form of validation scores from experts and student responses. The data sources comprised validators, homeroom teachers, and fifth-grade students.

Data Collection Instruments

Data collection techniques included interviews, questionnaires, observations, and documentation. Interviews were conducted to identify learning needs, understand the challenges faced by teachers and students, and assess the practicality of the e-booklet as an instructional medium. Questionnaires were used to evaluate the validity of the e-booklet from the perspectives of content, media, and language experts, as well as to gather teachers' and students' perceptions of its practicality and effectiveness in supporting mathematics instruction. Observations were carried out to monitor the use of the e-booklet in real classroom settings, including students' interactions with the media and its impact on their understanding of geometric concepts. Documentation served to record various physical and process-related evidence throughout the development and implementation of the e-booklet, such as design records, validation data, and student responses, which were later used as references for the overall evaluation of the instructional media.

Data Analysis Techniques

Qualitative analysis was employed to evaluate feedback obtained from interviews. While quantitative analysis involved calculating validation scores and student responses using a Likert scale to assess the e-booklet's validity. The analyzed data included validation results from various aspects. The study then compared the obtained data with predetermined indicators, followed by the computation of mean scores to determine

the overall level of validity and practicality.

RESULT AND DISCUSSION

Development Results

Table 1. Validity Level of E-Booklet Media

Type of Validity Test	Average Score
Content Expert Validation	4,7
Media Expert Validation	4,8
Language Expert Validation	4,8
Teacher Response	5

Content Expert Validation

This validation was conducted to ensure that the presented content aligns with the curriculum and learning objectives. Based on the validation results by content experts, an average score of 4.7 was obtained, which falls into the "highly valid" category.

Media Expert Validation

This validation aimed to assess the design and appearance of the e-booklet in terms of attractiveness and readability. The validation results from media experts yielded an average score of 4.8, classifying the e-booklet as "highly valid."

Language Expert Validation

This validation ensured that the language used in the e-booklet adhered to linguistic rules and was easy for students to understand. The language experts' validation resulted in an average score of 4.8, indicating a "highly valid" classification.

Teacher Response

The questionnaire results from practitioners (Grade V homeroom teachers) showed an average score of 5.0, categorized as "highly valid." Furthermore, interview results indicated that the Canva-based e-booklet was highly practical for mathematics instruction due to its engaging and interactive design, use of visual illustrations, structured content presentation, ease of access, and interactive features.

Student Response

The one-to-one trial demonstrated positive student responses, with students showing enthusiasm and sustained attention. Interview results and large-group trials revealed that the e-booklet positively impacted students' mathematical understanding, particularly in geometry concepts related to three-dimensional shapes and their nets. Students noted that the structured material presentation and abundant practical examples enhanced their comprehension.

Disscussion

Development Process of Canva-Based E-Booklet Learning Media

The development of the e-booklet utilized the ADDIE model due to its systematic and flexible structure. As stated by Rohman (2021), this model ensures that each step is executed in an organized manner, resulting in an effective, efficient, and relevant product. The ADDIE model also allows for revisions based on feedback. This model consists of five stages: analysis, design, development, implementation, and evaluation.

The analysis stage aims to understand the curriculum needs, as well as the needs of teachers and students. The analysis revealed that the Merdeka Curriculum is used in Grade 5 at SDN 55/I Sridadi, with a focus on geometry topics,

particularly cube and rectangular prism shapes and their nets. Teachers and students require visual and interactive learning media to facilitate the understanding of geometry, which is often perceived as abstract. Students aged 10-12 are more engaged with audiovisual learning methods and already possess basic digital device skills.

The design stage involves planning and preparing the necessary materials and tools, such as laptops, Android devices, Canva applications, and others. The structure of the e-booklet was designed considering visual appeal, ease of navigation, and systematic content delivery. The researcher used Canva to create an attractive design that aligns with student preferences, including a storyboard for the material flow.

In the development stage, the e-booklet was created according to the design, followed by validation from content experts, media experts, language experts, and teachers. Validators assessed various aspects, including curriculum alignment, design quality, and language clarity. Feedback was incorporated for revisions, and trials were conducted with students of varying cognitive levels.

During the implementation stage, a large-group trial was conducted with 20 students. Observations were made to track students' interactions with the media, their comprehension, and their responses to the e-booklet's presentation and content. Feedback from both teachers and students informed the evaluation process.

The implementation of the Canva-based e-booklet media was carried out systematically to ensure its effectiveness. The duration of the implementation was aligned with the mathematics lesson schedule, consisting of two sessions totaling 3 hours, each session being 45 minutes. Each session began with an introduction to the media by the teacher, where students were taught how to use the e-booklet, navigate its content, and engage with the interactive elements.

The data collection methods during implementation included direct observation and interviews with both teachers and students to gather their responses to the e-booklet. "I like learning with this e-booklet because the design is appealing and easy to understand, and the images and colors make me more excited to learn," said one student. The researcher recorded student behavior and engagement during the lesson and conducted follow-up interviews to gain insights into their experience using the e-booklet. "This e-booklet really helps me deliver the geometry material with its structured presentation, allowing me to focus on class discussions," said the teacher after reviewing the media.

Classroom dynamics showed a significant change in the interaction between teachers and students. Through the use of the e-booklet, students became more active and involved in the learning process. The engaging visuals and structured content made it easier for students to grasp abstract geometry concepts. Teachers used the e-booklet as a visual aid to explain material, conduct group discussions, and encourage students to respond to the questions provided. The combination of digital media and interactive teaching approaches created a

dynamic classroom atmosphere conducive to enhancing students' understanding of mathematical concepts.

The evaluation stage involved formative reviews at each step of the ADDIE model and a summative review of the entire process. The evaluation results indicated that the e-booklet is ready for use without significant revisions, as it is effective, practical, and relevant to both the curriculum and students' characteristics.

Validity Level of Canva-Based E-Booklet Learning Media

The content validation process resulted in an average score of 4.7, indicating high quality in terms of content, relevance, and curriculum alignment. This validation aimed to ensure that the e-booklet could be used effectively in instruction while considering improvement suggestions. The high score was attributed to a systematic approach in structuring material according to mathematics learning objectives, particularly in geometry, and addressing student needs.

Validators evaluated the completeness of the material, conceptual accuracy, and clarity of definitions. The high score was also attributed to the use of simple and easily understandable language. This aligns with Husni and Rahman (2021), Haptanti et, al (2024) who stated that quality learning media must present material in a clear, relevant, and engaging manner. Suggestions from validators to include learning objectives and goals at the beginning of the e-booklet enhanced the overall quality of this media. Research by Prayitno et al. (2022) supports the idea that expert validation improves the effectiveness of learning media.

Media expert validation of the e-booklet received a score of 4.8, reflecting that the design and functionality of this media were highly praised. Validators appreciated the quality of the design and the ease of use of the media. Furthermore, the use of Canva resulted in a professional and appealing presentation with intuitive navigation. Maharani (2022) noted that attractive visual elements can enhance student comprehension, which is consistent with this validation result.

The high score for media validation reflects the ease of use of the e-booklet. Validators recommended adding a user guide to assist users, especially those less familiar with e-booklet formats. Revisions based on this feedback, such as adding a guide and ensuring font size consistency, further improved the media's quality. Consistency in visual elements was a key point of attention during this validation. Rahma and Wati (2023) stated that digital media with consistent design elements can enhance student motivation to learn.

Language validation received a score of 4.8, reflecting the high quality of the language used to support learning. The validation aimed to ensure that the e-booklet could convey information clearly and appropriately for the cognitive development of the students. The language used was simple, communicative, and easy to understand. This aligns with Rahmawati and Setiawan (2023), who emphasized the importance of using language suitable for students' abilities.

Validators suggested simplifying the use of prepositions. Revisions based on this feedback ensured that the e-booklet is more effective in delivering information. Wicaksono (2016) stated that refining language can improve student comprehension, which was addressed in the revisions to this e-booklet. Validators noted that the language used in the e-booklet avoided ambiguity and inconsistency, with a consistent writing style throughout.

Practicality Level of Canva-Based E-Booklet Learning Media

Practitioner assessments rated the e-booklet with an average score of 5.0, indicating a high level of practicality. This assessment encompassed aspects of design, functionality, and usability in instructional settings. The Grade V classroom teacher (NS) stated that the Canva-based e-booklet met instructional standards without requiring further revisions. The media was deemed easy to use, practical, and effective in supporting learning.

The practicality of the e-booklet is supported by the Canva platform, which enables intuitive, engaging, and functional design, resulting in media that is easy for both teachers and students to use. Additionally, the organized visual format supports interactive learning, making information more engaging and relevant to students' needs. Pamungkas et al. (2023) found that e-booklet-based learning media is highly practical due to its digital and flexible nature. This study also highlighted that e-booklet media makes it easier for students to understand material, increases learning motivation, and supports independent learning.

Table 2. Interview Results with Students

Question	Student Response
What do you think about the e-booklet's design?	*"I like the design because the colors and images are appealing. It's not boring like regular books."*
Is the e-booklet easy to use?	*"Yes, it's easy to navigate, and there are instructions."*
Does the e-booklet help you understand the material?	*"The explanations are clear, and the examples help me grasp the concepts."*
What part do you like the most?	*"The exercises at the end of each chapter because I can check my answers immediately."*
Did you face any difficulties while using the e-booklet?	*"Sometimes, too much text on one page made reading a bit slow."*
Would you like to use this e-booklet again?	*"Yes, especially for challenging subjects like mathematics."*
Do you think this e-booklet is better than a regular book?	*"Yes, it's more engaging, but it requires a device to access."*

The trial results showed that students were enthusiastic about the e-booklet. They found it easier to understand the material and felt more engaged in the learning process. Students also stated that the e-booklet was practical to use and helped them understand mathematical concepts, particularly geometry. The e-booklet was assessed as highly practical due to its easy-to-use design, relevant content, and flexibility in use. This media is suitable for use in primary school mathematics education, as it has been proven to be valid, practical, and positively impactful for students.

The strengths of the e-booklet lie in its ability to provide an interactive and engaging learning tool, with aesthetically designed visuals that support students' understanding of geometric concepts. The use of the Canva platform enables flexible media design, incorporating a combination of text, images, and interactive elements, which has been shown to enhance students' learning motivation. Moreover, the e-booklet is easily accessible to both students and teachers, in both online and offline settings, making it adaptable to various learning contexts.

However, this study also identifies several limitations. One notable drawback is students' dependence on technological devices, which require access to appropriate gadgets and a stable internet connection. This issue poses challenges, particularly for students in areas with limited technological infrastructure. Additionally, not all students possess sufficient digital literacy skills, necessitating additional time for teachers to provide guidance on how to use the media effectively.

Overall, the findings highlight the significant potential of Canva-based e-booklets as an innovative learning tool. However, further refinements are necessary to address existing limitations. Strategies such as digital literacy training for both students and teachers and the development of more technology-friendly media could enhance the sustainability of its use in education. This critical discussion serves as a valuable foundation for future research aimed at maximizing the benefits of electronic learning media.

CONCLUSION

The research on the development of e-booklet instructional media using the Canva application to enhance mathematical understanding of geometric elements at the elementary school Phase C level has yielded several significant findings. The development process followed the ADDIE model, which comprises five main stages: analysis, design, development, implementation, and evaluation. During the analysis stage, the needs and characteristics of students were identified to ensure the media's suitability for learners. Subsequently, the design stage involved the creation of a storyboard as a framework for content and the development of the visual layout of the e-booklet. The development stage encompassed validation by experts in the areas of content, media, and language, as well as a limited trial to assess the initial feasibility. Implementation was carried out through large-group trials accompanied by interviews to evaluate the practicality of the media, while the evaluation stage aimed to assess its overall effectiveness and potential for further refinement.

The findings indicate that the developed e-booklet possesses a high degree of validity, as evidenced by the average validation scores of 4.7 for content, 4.8 for media, and 4.8 for language. Additionally, the media was rated highly practical, achieving an average score of 5 based on assessments from homeroom teachers. Students also responded positively in both small- and large-group trials, demonstrating that the e-booklet successfully increased their

engagement in geometry learning. Consequently, the Canva-based e-booklet has proven to be an effective and innovative alternative instructional medium in elementary school mathematics education.

These findings have broad implications for mathematics instruction, particularly in supporting interactive and technology-based learning approaches. The use of e-booklets enables students to develop a deeper understanding of geometric concepts while providing teachers with a visually engaging and effective tool for delivering content. Therefore, it is recommended that teachers integrate this instructional media as a supplementary resource in their teaching practices. Furthermore, future research should explore the effectiveness of this e-booklet in other subject areas, considering the continuous advancements in Canva's features that could further enhance its attractiveness and relevance as a learning tool.

Moreover, this study suggests that Canva-based e-booklets can serve as effective instructional tools for enhancing conceptual understanding, particularly in subjects requiring visual and interactive approaches, such as geometry. In daily instructional practices, teachers can utilize this e-booklet at various stages of learning, ranging from concept introduction and in-depth explanations to evaluation through interactive exercises embedded within the media.

Beyond geometry instruction, this e-booklet also holds potential for application in other subjects such as science, history, and language studies, particularly in topics requiring visual aids to facilitate comprehension. Therefore, educators are encouraged to collaborate in developing e-booklets tailored to the specific needs of various subjects, leveraging Canva's flexible and accessible design features. Through this approach, e-booklets can serve as universal instructional tools that not only enhance the quality of education but also foster a more engaging learning environment and support the implementation of technology-based learning that aligns with the demands of the digital era.

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