

Economic Education and Creativity Development among Elementary School Students through Canva-Based Product Promotional Design

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Abstract

Economic education and digital creativity are important components of elementary education that can be integrated through practical learning activities. This community service program aimed to introduce basic economic activities and provide opportunities for students to develop creativity through Canva-based product promotional design. The activity was conducted at UPT SPF SD Inpres BTN IKIP I, Makassar, South Sulawesi, Indonesia, involving 32 fifth-grade students from Class V B. Implemented over approximately one to two hours, the program introduced production, distribution, consumption, and product promotion, followed by hands-on activities in which students created promotional designs for food or local products using Canva. Students subsequently presented their designs to their classmates. The implementation was documented through photographs, while the resulting designs were reviewed through general observation. The students reportedly demonstrated enthusiasm during the activities and produced promotional designs for presentation. However, limited implementation time and group-based work reduced opportunities for some students to practice Canva independently. Because the evaluation did not include standardized assessments or pre-test and post-test measurements, the program does not establish measurable improvements in economic understanding, creativity, or digital competence. Nevertheless, the activity illustrates a practical approach to integrating introductory economic education with digital design in elementary school learning. Future implementations should provide more time for individual practice and use structured assessment criteria to evaluate students' learning outcomes more systematically.

I. INTRODUCTION

Economic education at the elementary school level plays an important role in helping children understand how people produce, distribute, exchange, and consume goods and services in their everyday lives. Economic activities are closely connected to children's immediate environments, including traditional markets, small businesses, family enterprises, and school activities. Introducing these concepts at an early age can help students recognize the relationship between economic needs, available resources, products, and consumer choices. Economic education, therefore, should extend beyond the memorization of concepts to include opportunities for students to apply their knowledge to familiar situations. The OECD (2023) emphasizes that economic and financial literacy involves applying relevant knowledge and skills

to make informed decisions and participate effectively in economic life. Although its financial literacy framework primarily addresses older students, its emphasis on practical application provides a useful foundation for designing age-appropriate economic learning experiences for elementary school students.

The importance of contextual learning has become increasingly relevant in a society where digital technologies influence how information is created, communicated, and accessed. Digital literacy is no longer limited to operating technological devices; it also involves using digital resources meaningfully, evaluating information, and communicating responsibly. UNICEF's analysis of digital learning in Indonesia highlights persistent disparities in children's access to digital learning opportunities and the barriers that affect equitable participation in technology-supported education (UNICEF, 2021). These challenges indicate that introducing digital tools in elementary education should be accompanied by appropriate pedagogical guidance, accessible learning activities, and meaningful learning objectives. Rather than treating technology as an end in itself, schools can use digital applications to connect subject knowledge with practical tasks that encourage creativity, communication, and problem-solving.

One practical approach is to integrate economic education with digital product promotion through Canva, a graphic design platform that enables users to create posters and other visual communication materials. Product promotion offers a relevant context for introducing economic concepts because it connects the characteristics of a product with its price, benefits, intended consumers, and methods of communication. Through this activity, students can explore how producers communicate the value of their products and how consumers obtain information before making purchasing decisions. At the same time, creating promotional materials requires students to select relevant information, organize visual elements, choose appropriate colors and typography, and communicate a message clearly. These activities provide opportunities to combine economic understanding with visual communication and digital creativity. Lackéus (2015) argues that entrepreneurship education can support individual development and engagement when learners participate in meaningful activities that connect learning with the creation of value. Accordingly, product promotion can serve as an accessible entry point for introducing elementary school students to entrepreneurial thinking without requiring them to engage in actual commercial transactions.

Despite these opportunities, the integration of economic education and digital creativity requires careful instructional design. Elementary school students may encounter economic concepts through textbooks and teacher explanations, yet they may have limited opportunities to translate those concepts into practical products that demonstrate their understanding. Similarly, access to digital design applications does not automatically guarantee meaningful learning. The UNESCO (2018) digital literacy framework highlights the importance of developing digital competencies that extend beyond basic technical operation. In this context, Canva should be positioned as a learning medium that supports the application of knowledge, rather than merely as a tool for producing visually attractive designs. Students need guidance to identify a product, understand its purpose, describe its benefits accurately, determine an appropriate target audience, and communicate promotional information in an understandable manner. Such guidance can help connect digital skills with economic reasoning and responsible communication.

The proposed activity also aligns with the broader emphasis on creativity, critical thinking, communication, and collaboration in contemporary education. Trilling and Fadel (2009) identify these competencies as important dimensions of twenty-first-century learning. Similarly, the OECD (2019) emphasizes the need for educational approaches that prepare learners to apply

knowledge, develop agency, and respond to changing social and technological contexts. In elementary education, these competencies can be developed through structured, age-appropriate tasks that allow students to explore ideas, make design decisions, and explain their work. Canva-based promotional design offers a practical opportunity for such learning because students can combine text, images, color, and layout to communicate a specific message. A recent study by Maharromiyati et al. (2024) examined Canva as a digital drawing tool in elementary education and reported positive perceptions regarding students' understanding of design concepts, creativity, and engagement. However, findings concerning drawing and general design skills do not, by themselves, establish whether Canva-based activities can also support students' understanding of economic activities and product promotion.

A related pedagogical consideration is the importance of learning through direct experience. Kolb (2015) explains learning as a process involving experience, reflection, conceptual understanding, and experimentation. Applied to economic education, this perspective suggests that students should not only receive explanations about production, distribution, consumption, and promotion but also engage in activities that allow them to apply these concepts. For example, students can select a familiar product, identify its characteristics and potential consumers, and create a promotional poster using Canva. They can then present their designs, explain their choices, and receive feedback from classmates and teachers. This sequence creates opportunities to connect conceptual knowledge with practical application while encouraging students to communicate their ideas and reflect on the effectiveness of their designs. UNESCO (2023) also cautions that educational technology should be evaluated in relation to its educational purpose, accessibility, and learning context, reinforcing the need to integrate digital tools into purposeful instructional activities.

Nevertheless, an important practical gap remains in the specific intersection of elementary economic education, digital creativity, and product promotional design. Existing guidance establishes the value of digital literacy and entrepreneurship education, while research on Canva in elementary education has examined aspects of design skills and student engagement. However, these strands do not fully establish how a structured community service activity can combine the introduction of economic activities with the development of students' promotional design skills. The present program addresses this practical gap by integrating economic concepts with guided, hands-on Canva activities. The activity is designed for implementation in a participating elementary school, where students can work with familiar products and create promotional materials appropriate to their developmental level. Because the specific school location and students' baseline competencies have not yet been established in this introduction, the program does not assume a documented local deficiency; rather, it identifies a practical educational opportunity that can be examined through the implementation process.

Accordingly, this community service program aims to introduce elementary school students to basic economic activities and develop their creativity through Canva-based product promotional design. Specifically, it seeks to strengthen students' understanding of the relationships between products, producers, consumers, and promotion; provide guided experience in creating digital promotional materials; and encourage students to communicate product information creatively, clearly, and responsibly. The significance of the program lies in its integrated approach to economic education and digital skill development through an accessible, product-oriented learning activity. Its contribution is practical rather than a claim of established causal effectiveness: the program offers a structured model for connecting economic concepts with digital creative work in elementary education. Documentation of participation, student-

produced designs, presentations, and reflections can provide evidence of implementation and inform future improvements. Where appropriate pre- and post-activity assessments are administered, these may also help identify changes in students' understanding and skills. Ultimately, the program is expected to provide a replicable learning approach that supports meaningful economic education, digital creativity, and early entrepreneurial awareness among elementary school students.

II. METHODS

2.1. Community Service Design and Location

This community service program employed a practical educational approach integrating economic education with digital creativity through Canva-based product promotional design. The program was designed to introduce elementary school students to basic economic activities while providing opportunities to develop their creativity through the production of digital promotional materials. The activity combined economic concepts with hands-on design practice to connect classroom learning with familiar economic activities in students' everyday lives. The program was conducted at UPT SPF SD Inpres BTN IKIP I, located on Jl. Monumen Emmy Saelan III, Rappocini District, Makassar City, South Sulawesi, Indonesia. The elementary school served as the community partner and implementation site. The activity focused on introducing students to product promotion through digital design, using local products or food products as the context for learning economic concepts and developing promotional materials.

2.2. Participants

The participants were 32 fifth-grade students from Class V B at UPT SPF SD Inpres BTN IKIP I. The students were selected as the target participants for the educational activity, which was intended to provide an age-appropriate introduction to economic activities and digital product promotion. The learning activities were structured to accommodate elementary school students' developmental characteristics by connecting economic concepts with familiar products and practical design tasks.

2.3. Implementation Procedures

The community service activity was conducted over approximately one to two hours. The implementation focused on introducing economic activities and guiding students in creating product promotional designs using Canva. The activity was organized around the following instructional components.

First, the educational component introduced students to economic activities associated with products, including their production, distribution, consumption, and promotion. The discussion used local products or food products as contextual examples to help students understand the relationship between products and the people involved in economic activities.

Second, the digital design component introduced Canva as a tool for creating product promotional materials. Students were given the opportunity to apply their understanding of product promotion by developing digital designs. The design task was intended to encourage students to communicate product information through visual elements and written messages.

Third, the practical component focused on students' promotional design outputs. Through this activity, students could apply the concepts introduced during the educational session and explore how visual communication could be used to present a product. The activity connected economic learning with digital creativity by placing students in the role of creators of promotional materials rather than limiting the learning experience to theoretical explanations.

2.4. Evaluation and Documentation

The evaluation focused on assessing students' promotional design outputs. The resulting designs served as evidence of students' participation in the practical component and provided material for examining how they applied Canva to communicate product-related information. However, because a formal scoring rubric and specific assessment indicators were not documented in the information available for this report, the evaluation is described as a review of design outputs rather than a standardized measurement of learning achievement. Photographs were used to document the implementation of the community service activity. The photographic documentation provided a visual record of the activity and supported the description of its implementation. The student-produced designs and activity photographs constituted the available documentation for reporting the program.

2.5. Data Analysis

The available information was analyzed descriptively to present the implementation of the community service activity, the educational focus of the program, and the promotional design outputs produced by students. The analysis emphasized the relationship between the introduction of economic activities and the practical use of Canva for product promotion. Student designs were considered in relation to the intended learning objectives, particularly the application of digital design skills to communicate product information. No quantitative conclusions regarding improvements in economic knowledge, creativity, or digital literacy were drawn because pre-test and post-test results, baseline measurements, and standardized assessment scores were not available. Accordingly, the findings derived from this activity should be interpreted as a descriptive account of the program's implementation and outputs rather than evidence of causal effects on student learning.

III. RESULT AND DISCUSSION

3.1. Implementation of Economic Education and Canva-Based Product Promotion

The community service activity was conducted at UPT SPF SD Inpres BTN IKIP I, located in Rappocini District, Makassar City, South Sulawesi, Indonesia. The activity involved 32 fifth-grade students from Class V B and was conducted over approximately one to two hours. The program integrated introductory economic education with practical digital design activities to provide students with an opportunity to explore basic economic concepts and apply them to product promotion. The educational session introduced students to three fundamental economic activities: production, distribution, and consumption. These concepts were connected to product promotion, particularly the promotion of food products and local products familiar to students. This approach provided a contextual basis for discussing how products are created, delivered to

consumers, and presented to potential buyers. Product promotion was introduced as a means of communicating information about a product through visual and written messages.

Following the introduction, students used Canva to create their own product promotional designs. The practical activity required students to translate their ideas about a selected product into a visual promotional format. The resulting designs were subsequently presented to classmates, allowing students to share their work and communicate their product ideas in a classroom setting. Two photographic records document the practical and presentation stages of the activity. Figure 1 shows students engaged in creating promotional designs, while Figure 2 documents students presenting their designs to their peers. These photographs provide visual evidence that the activity included both a design-production stage and a presentation stage.



Figure 1. Product promotional design process



Figure 2. Presentation of promotional designs to classmates

3.2. Students' Participation and Product Promotional Design

An important feature of the activity was the opportunity for students to create and present promotional designs rather than participate only as recipients of information. The production of these designs provided a practical context in which students could apply the introductory concepts of economic activities to a familiar product category. By working with food products or local products, students were encouraged to consider how a product could be represented visually and communicated to potential consumers. The presentation stage complemented the design activity by giving students an opportunity to share their work with classmates. This stage was relevant to the program's objectives because product promotion involves not only creating an attractive visual display but also communicating information about a product. Presenting the designs provided a classroom context for expressing ideas and explaining the products selected for promotion. Nevertheless, the available documentation does not establish whether students' understanding of economic concepts or their design skills improved as a result of the activity.

The students were reported to have participated enthusiastically. This observation suggests that the practical nature of the activity was compatible with their interest in creating digital products. However, enthusiasm should be distinguished from demonstrated learning achievement. Since the activity did not include documented pre-test and post-test measurements or a standardized creativity assessment, the students' reported enthusiasm cannot be interpreted as quantitative evidence of increased creativity, economic literacy, or digital competence. These observations are consistent with the broader potential of digital design activities in elementary education. Maharromiyati et al. (2024) examined Canva as a digital drawing tool and reported positive teacher perceptions regarding students' design understanding, creativity, and engagement. Similarly, Quraniyah and Fidrayani (2024) discussed the use of Canva-based audiovisual learning media to support basic graphic design skills among elementary school students. These studies provide relevant context for the present program, although their findings should not be treated as direct evidence of the effectiveness of this particular community service activity. The distinctive feature of the present program is its integration of economic education and product promotion within a short, practical learning session.

3.3. Integrating Economic Education with Digital Creativity

The integration of economic education and Canva-based design represents a practical approach to connecting conceptual learning with the application of knowledge. Students were introduced to production, distribution, and consumption before engaging in product promotional design. This sequence established a conceptual relationship between economic activities and the communication of product information. Product promotion can serve as an accessible context for introducing elementary school students to basic entrepreneurial concepts. A promotional design requires consideration of the product being presented and the information that might be relevant to prospective consumers. When appropriately guided, students can learn to distinguish product characteristics from promotional messages and to communicate product information clearly and responsibly. These activities may also provide opportunities to discuss the relationship between producers and consumers.

From a pedagogical perspective, the activity placed students in an active role as creators of digital content. Rather than simply viewing an example of a promotional poster, students created and presented their own designs. This approach is relevant to experiential learning, which

emphasizes the relationship between experience, reflection, conceptual understanding, and further experimentation (Kolb, 2015). In the present program, the design and presentation stages provided opportunities for practical application, although the extent of individual learning and reflection was not formally measured. The use of Canva also offered a practical medium for combining written information and visual elements. However, the educational value of a digital design application depends on how it is integrated into the learning process. UNESCO (2023) emphasizes that educational technology should be assessed in relation to its educational purposes and the conditions under which it is used. Accordingly, the contribution of Canva in this program should be understood in terms of the learning activity it supported, rather than the technology alone.

The program's contribution lies in bringing together three elements within an elementary school community service activity: introductory economic concepts, digital promotional design, and oral presentation. This integration provides a practical example of how economic education can be connected with creative digital tasks. However, because the assessment consisted of a general review of design outputs and photographic documentation, the program cannot establish the extent to which students achieved specific learning outcomes. A more systematic evaluation would be required to determine whether students could accurately explain economic activities, communicate product information effectively, and independently apply basic design principles.

3.4. Implementation Challenges and Recommendations for Improvement

The main implementation challenges were limited time and the use of group-based design activities. The activity was conducted within approximately one to two hours, which restricted the time available for introducing economic concepts, demonstrating Canva, supporting students during design production, and facilitating presentations. The group-based arrangement also meant that some students had fewer opportunities to operate Canva and experiment with the design process themselves. This limitation is important when interpreting the program's outcomes. Although students produced and presented promotional designs, a group product does not necessarily demonstrate that every participant independently acquired the same skills. Students who actively operated the application may have had different learning experiences from those who primarily observed or contributed ideas. Therefore, the number of designs produced should not be treated as equivalent to the number of students who independently demonstrated digital design competence.

The experience suggests several practical improvements for future implementation. First, the activity could be allocated additional time or divided into separate sessions for economic education, Canva practice, and design presentation. Second, group assignments could include clearly defined roles, such as product-information organizer, visual designer, and presenter, with opportunities for students to rotate roles. Third, each student could be given a short individual design task to complement the group activity. These adjustments would allow facilitators to observe individual participation more directly. Finally, future activities could use a simple assessment rubric covering the accuracy of product information, relevance to the intended audience, visual organization, readability, and responsible promotional language. A brief assessment of students' understanding of production, distribution, consumption, and promotion could also be conducted before and after the activity. Such measures would provide more systematic evidence of learning outcomes and help distinguish participation, product quality, and individual competence.

IV. CONCLUSION

The community service program conducted at UPT SPF SD Inpres BTN IKIP I in Makassar integrated economic education with digital creativity through Canva-based product promotional design. Involving 32 fifth-grade students from Class V B, the activity introduced the concepts of production, distribution, consumption, and product promotion through practical learning activities. Students created promotional designs for food or local products and presented their work to classmates. The reported enthusiasm of the students and the completion of design and presentation activities indicate that the program provided opportunities for active participation and the practical application of introductory economic concepts.

The program offers a practical approach to connecting economic education with digital design skills in elementary school learning. By engaging students in the creation and presentation of promotional materials, the activity provided a context for exploring how product information can be communicated through visual media. However, the short implementation period and group-based working arrangement limited opportunities for some students to practice Canva independently. Furthermore, because the evaluation relied on a general review of design outputs and photographic documentation, the program cannot establish measurable improvements in students' economic understanding, creativity, or digital competence.

Future implementations should allocate more time for individual practice, incorporate structured assessment criteria, and provide opportunities for every student to create a promotional design independently. Pre-activity and post-activity assessments could also be introduced to examine changes in students' understanding of economic activities and their ability to apply basic digital design principles. These improvements would support more systematic evaluation and help strengthen the contribution of Canva-based product promotion to economic education and creativity development among elementary school students.

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