

The implementation of Canva as a digital learning tool in English learning at vocational school

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ABSTRACT

This study aims to investigate the implementation of Canva as a digital learning tool at SMKN 1 Parit Tiga in West Bangka. Canva, a versatile graphic design platform, offers various features for creating visually appealing materials. This study used a qualitative approach, using a case study design. It explores how Canva enhances teaching and learning processes, engages students, and improves learning outcomes in a vocational high school setting. The data collection was done through interviews, classroom observations, and document analysis. The data, then, were analyzed using thematic analysis. The research findings highlight the seamless integration of Canva into lesson planning, teachers' motivations for using Canva, and the positive impact on student engagement and creativity. The results indicated that Canva significantly increases student interest, engagement, and confidence, leading to enhanced creativity and understanding of topics. Recommendations include providing professional development opportunities for teachers and incorporating student feedback to optimize Canva's use in the classroom. Overall, the study underscores the promising results of integrating Canva into educational settings to enhance student motivation, creativity, and collaboration.

Keywords: Canva; Digital Learning Tool; Implementation

INTRODUCTION

In recent years, the integration of digital tools in education has transformed traditional teaching and learning practices, offering new opportunities for enhancing student engagement and academic achievement. In EFL classrooms, English teachers use graphic media (textbooks, pictures), video media (educational videos), Power Point presentations, and display media (boards) to enhance learning through visual aids, audiovisual content, interactive lessons, and student engagement (Andriani, 2022; Roistika, 2021; Shalawati et al., 2022; Wulandari, 2020).

Canva has become a popular digital tool in education, known for its user-friendly interface that allows users to create visually appealing materials effortlessly. This web-based graphic design platform offers a wide range of templates, making it versatile for producing various educational materials (Firdayanti et al., 2024; Pedroso et al., 2023; Zahroh & Febrianingrum, 2023). As an online design application, Canva serves as an effective learning media tool. It enables users to create diverse visual content, including text, videos, animations, audio, images, and graphics, all of which can significantly enhance the learning experience (Salminawati et al., 2023; Fitria, 2022; Santiana et al., 2021)

Canva's intuitive features promote creativity and improve writing skills in educational settings. Its easy-to-use color wheel allows for quick color adjustments, while grids help arrange images neatly. The text holder feature simplifies text placement, and the extensive library of graphics, photos, and fonts empowers users to design visually appealing content. Additionally, the Canva for Work option enhances collaboration,

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centralizes design assets, and ensures brand consistency through customizable templates (Andriyanti et al., 2023).

These features make Canva a valuable tool for fostering creativity and improving students' writing skills. Rais and Zulfa (2024) highlight that teachers can utilize Canva to create interactive and effective learning materials, thereby enhancing student understanding and overall learning quality. The platform's capability to facilitate visual representation is particularly beneficial for students who learn best through images (Mafiroh et al., 2024). Canva can enhance the teaching and learning process by providing various templates for presentations, certificates, posters, and videos, which can engage students more effectively (Putri et al., 2020).

Research conducted by Pedroso et al. (2023) indicate that using Canva as a digital learning tool significantly improves the teaching and learning process. It enhances practical skills and stimulates students' creativity during class activities. Students generally hold very positive opinions about Canva, appreciating its wide range of tools and templates that allow for unique and visually appealing project designs. The application facilitates the development of interactive learning media, which can enhance student engagement and participation in the learning process (Zebua, 2023).

Ngoc & Huyen (2023) revealed that the use of Canva significantly boosts high school students' motivation to learn writing. Students reported increased interest and engagement in their writing classes, finding the learning process more enjoyable, which in turn improved their confidence and willingness to participate actively in skill enhancement. Moreover, a study by Maria et al. (2023) found that utilizing Canva significantly improved students' achievement in English learning. The materials designed with Canva were perceived as more attractive and engaging, leading to increased interaction and learning among students, ultimately enhancing their English knowledge and skills.

Atmaja (2021) also indicated that the Canva application significantly improved students' creativity in writing. It aided students in generating ideas, understanding concepts, and enhancing their creativity in writing tasks. Research on the implementation of Canva in educational settings has shown promising results in enhancing student motivation, creativity, and collaboration. By incorporating Canva into the curriculum, teachers can design interactive and engaging learning materials, such as infographics, presentations, and posters, that cater to diverse learning styles and preferences.

Vocational high schools, such as SMKN 1 Parit 3 in West Bangka, face unique challenges in preparing students for the workforce while fostering creativity and critical thinking skills. Apsari et al. (2022) categorize these challenges into external and internal factors. Internally, students often exhibit low motivation to learn and engage in English. Additionally, the quality of the teaching process poses challenges, including teachers' readiness and creativity in their instructional methods (Aryawan, 2023). These challenges can adversely affect the competencies of SMK graduates.

A study by Fauhan & Jumardi (2023) found that the Canva application serves as an effective learning medium at SMK Bina Nusa Mandiri Jakarta, highlighting its potential to enhance creativity among teachers and improve the effectiveness of teaching and learning activities. However, research by Rahmadhani et al. (2022) indicated a significant gap in the competencies of SMK graduates compared to the demands of the job market, with a percentage gain of only 45.61%. This gap underscores the need for improved alignment between vocational education and workforce requirements to reduce unemployment among SMK graduates.

Canva is a valuable media for teaching English language skills, offering opportunities for students to enhance their abilities and skills in a creative and engaging manner (Sugiani, 2023). It is a valuable tool for boosting student creativity, engagement, and learning outcomes in vocational education settings (Muhajir et al., 2024). Despite the potential benefits of using Canva as a digital learning tool, there is a lack of research on its specific application in vocational high school settings. This study seeks to address this gap by exploring how Canva can be effectively integrated into the teaching and learning processes at SMKN 1 Parit 3, with a focus on its impact on student engagement, learning outcomes, and overall educational experience. It answers these questions: 1) How is Canva currently being utilized as a digital learning tool in SMKN 1 Parit Tiga, West

Bangka?; 2) What are the perceptions of educators regarding the effectiveness of Canva in enhancing student engagement and learning outcomes?; 3) How do students at SMKN 1 Parit Tiga perceive the use of Canva for improving their English language skills and vocational competencies?; 4) What challenges and opportunities are encountered in integrating Canva into the teaching and learning processes at SMKN 1 Parit Tiga?

By investigating the implementation of Canva in a vocational high school context, this research aims to provide valuable insights into the practical use of digital tools for enhancing vocational education and preparing students for the demands of the modern workforce. The findings of this study will contribute to the existing literature on digital learning tools in education and offer recommendations for educators and policymakers looking to leverage technology for improved student learning and success.

METHODS

This study employed a qualitative study. Qualitative research is defined as a method that explores the meanings individuals assign to a problem or issue, focusing on their experiences and perspectives. It is flexible, allowing changes in research questions and data collection as the researcher engages with participants (Creswell & Clark, 2018). It is a method that seeks to understand the meanings individuals or groups assign to social or human problems, using non-numerical data, such as interviews, observations, and textual analysis, to gain insights into participants' experiences, perspectives, and motivations (Edmonds & Kennedy, 2017).

A case study is defined as a type of qualitative research that involves an in-depth exploration of a particular instance or example within its real-life context. It allows researchers to gain a comprehensive understanding of complex issues by examining a specific case in detail, often utilizing various data collection methods such as interviews, observations, and document analysis. This approach is particularly useful for investigating phenomena that cannot be easily separated from their context (Soerjasih et al., 2017)

Yin (2018) outlines several key strategies for collecting data in case study research. Researchers should utilize multiple sources of evidence, including interviews, observations, documents, and archival records, to enhance the credibility of their findings. This qualitative study aims to explore the implementation of Canva as a digital learning tool in SMKN 1 Parit 3, West Bangka. The study focuses on understanding the experiences, perceptions, and challenges of teachers and students in integrating Canva into the vocational high school curriculum.

The data were collected through semi-structured interview, classroom observation, documents, and questionnaires. These data, then, were analyzed by using thematic analysis. Thematic analysis is a qualitative research method used to identify, analyze, and report patterns (themes) within data. This involves identifying and analyzing themes within the data. Researchers look for patterns and recurring ideas that emerge from the data collected through interviews, observations, and documents. Thematic analysis helps in understanding the underlying meanings and insights related to the case (Taylor et al., 2016).

Research Design

Participants

A purposive sampling technique was used to select teachers who have integrated Canva into their teaching practices at SMKN 1 Parit 3. The teachers' perspectives on the use of Canva in education will provide valuable insights into the implementation process. 7 teachers were observed and interviewed. They teach 7 different subjects that can be seen from the Table below.

Table 1. Teachers who were interviewed

Teacher	Subject	Lesson Canva	Using	Teaching Objective
Teacher 1	Produktif TSM (Teknik Sepeda Motor)	Gambar otomotif	teknik	Students will be able to create a Canva Slide presenting about their design.
Teacher 2	Bahasa Indonesia	Deskriptif teks		Students will be able to create and design a descriptive text by using Canva.
Teacher 3	Produktif DKV (Desain Komunikasi Visual)	Photography	&	Students will be able to create a Canva-Slide Presentation
Teacher 4	Matematika	Videography Trigonometry		
Teacher 5	Produktif TKJ (Teknik Komputer Jaringan)	Kewirausahaan dalam teknik TKJ		Students will be able to create a Canva-Slide Presentation.
Teacher 5	Produktif TKJ (Teknik Komputer Jaringan)	Kewirausahaan dalam teknik TKJ		Students will be able to create a Canva-Slide Presentation.
Teacher 6	IPAS	Hukum kimia	dasar	Students will be able to create a Canva-Slide Presentation.
Teacher 7	English	Procedure text		Students will be able to create and present a procedure text by using Canva.

The participants were Vocational high school students from SMKN 1 Parit 3 who have engaged with Canva as part of their coursework and were selected for participation. 30 students were chosen whose creative work using Canva was examined. Their experiences and perceptions of using Canva will be central to understanding the impact of the digital tool on student learning.

Instruments

Some instruments were used to collect the data, including:

1. Interviews

A semi-structured interview is a qualitative research method that combines both structured and unstructured elements. In a semi-structured interview, the interviewer prepares a set of open-ended questions but is also flexible enough to explore topics that arise during the conversation. This approach allows for in-depth responses and the opportunity to probe further based on the interviewee's answers, making it suitable for gathering rich qualitative data (Husna & Suryana, 2017).

In this study, individual interviews were conducted with 7 teachers. These interviews involved asking open-ended questions to allow teachers to share their thoughts freely. There was a set of 10 specific questions while still giving teachers the flexibility to express their views in their own words. The primary objective of these interviews was to gain a comprehensive understanding of teachers' perspectives on integrating Canva into their teaching practices. The goal of these interviews was to understand why teachers decided to use Canva, how they found the experience of using it in their lessons, what benefits they saw, any challenges they faced, and any suggestions they had for improving the use of Canva in teaching. By asking these questions, it is expected to gather detailed insights into teachers' motivations for adopting Canva, the impact of using Canva on student engagement and learning outcomes, and how Canva has influenced and enhanced their teaching practices.

2. Questionnaire

A questionnaire is defined as a tool used to gather information from respondents. Specifically, it mentions that if a questionnaire is distributed directly to a group or administered in a group setting (group-administered questionnaire), such as to students in a classroom, the instructions or commands should ideally be delivered verbally by an instructor (Supratiknya, 2015).

The questionnaire in this study was given to investigate students' perspectives on the use of Canva. There was a total of 8 statements using the Likert Scale, with each objective for each statement. The objectives of each statement are 1) to assess students' perceptions of Canva's impact on enhancing the visual appeal of learning

- materials, 2) to evaluate its contribution to understanding learning content, 3) to gauge the level of enjoyment in learning, 4) determine the facilitation of creativity expression in assignments, 5) measure the overall impact on the learning experience, 6) understand its influence on student motivation, 7) assess the ease of use in creating learning materials, and 8) determine the likelihood of recommending Canva to peers.
3. Classroom Observations
This study employed a quantitative classroom observation. Classroom observation typically refers to the systematic process of watching and recording the behaviors, interactions, and teaching practices within a classroom setting. This can be done to evaluate teaching effectiveness, student engagement, or the implementation of educational interventions (Rosenbaum, 2017).
The observation instrument utilized in this study employs a structured yes/no observation checklist to assess the effective integration of Canva into teaching practices. With six main objectives, the instrument aims to evaluate aspects such as the teacher's demonstration of Canva integration, clarity of learning objectives, student engagement levels, impact on learning outcomes, and fostering of creativity and innovation. This instrument is employed during classes where teachers utilize Canva, targeting educators who incorporate this digital tool in their instructional delivery to enhance student learning experiences and outcomes.
 4. Document Analysis
Document analysis refers to the systematic examination of documents to extract meaningful information and insights relevant to a research question. This method involves analyzing various types of documents, such as texts, reports, and other written materials, to understand their content, context, and significance within a qualitative research framework (Richards, 2020). Visual materials created by students using Canva, such as posters, infographics, and presentations, were collected and analyzed to assess the quality, creativity, and relevance of the content produced.

Lesson Planning

Canva can be applied to many subjects at school. A study by [Candra et al., \(2022\)](#) suggests that Canva significantly enhances the creative writing experience for students, making it easier and more enjoyable to produce quality work. Students felt more motivated and innovative in producing creative writing products. The features of Canva encouraged them to create more aesthetically pleasing and engaging writing. Another study by [Santoso et al. \(2022\)](#) concluded that Canva-based e-modules significantly enhance the learning experience in mathematics education, promoting active involvement and better comprehension among students.

Canva can be utilized for teaching and learning since it offers many beneficial features. [Long and Clark \(2022\)](#) classifies some features in Canva including Brand Kit (fonts and color schemes), education template, presentation tools, Group Work and SEL (Social-Emotional Learning) templates, advanced design features, Video Creation, App Smash, Organization, and Canva Live. The implementation of Canva in this study, SMKN Parit Tiga, can be seen through lesson planning. To illustrate, a lesson plan taken from English Subject can be a good example of how Canva is used in the Classroom activity. The lesson plan was designed in 3 phases of activity, namely Pre, Whilst, and Post Activity.

Pre-Activity

At the beginning of the session, the teacher initiates the pre-activity phase with a warm greeting, expressing gratitude, and offering a prayer to commence the learning session. Following this, the teacher takes attendance to ensure all students are present and engaged. An image is displayed as an announcement, prompting the teacher to pose trigger questions related to the image, encouraging student participation. Subsequently, the teacher articulates the learning objectives for the session, setting the stage for the upcoming activities.

Whilst-Activity

Transitioning into the whilst-activity phase, the teacher introduces a learning video on the simple present tense, laying the foundation for understanding and constructing announcement texts. Utilizing PowerPoint, the teacher presents material on the simple present tense, followed by administering multiple-choice questions to gauge students'

initial comprehension. Students are then grouped into Category A for higher-scoring individuals and Category B for those needing further development. Peer tutoring is employed, with Category A students providing detailed explanations to Category B peers. Additional guidance is offered by the teacher to Category B students who require further assistance.

The teacher proceeds to explain the intricacies of announcements, covering aspects such as definition, social function, text structure, and language components. A learning video on announcements is shown, accompanied by examples displayed for reference. Subsequently, students are tasked with creating announcements using the Canva application, focusing on designing visually appealing content. Each student is required to present their work to the class, fostering engagement and active participation.

Post-Activity

Concluding the session, the teacher provides reinforcement and addresses any misconceptions that may have arisen during the activities. Students are encouraged to ask questions to clarify unclear points, promoting a deeper understanding of the material covered. Collaboratively, students conclude from the learning experiences and engage in reflection on the planned activities. The teacher outlines the agenda for the next lesson, ensuring continuity in the learning process. Finally, the class concludes with a collective prayer led by the teacher, followed by students bidding farewell as the session comes to an end.

Data Analysis

Thematic analysis was employed to analyze the qualitative data collected from interviews, observations, and document analysis. Thematic analysis is described as a flexible and widely used method for analyzing qualitative data, particularly in the context of focus groups. It involves a general process of induction where the researcher engages deeply with the data to identify and understand the themes that emerge from participants' responses (Flick, 2018). The data will be coded, categorized, and interpreted to identify key themes, patterns, and insights related to the implementation of Canva as a digital learning tool in SMKN 1 Parit 3. The findings will provide a comprehensive understanding of the experiences and perceptions of teachers and students regarding the use of Canva in vocational education.

RESULTS AND DISCUSSION

Interview Result

7 teachers were interviewed. There was a total of 6 questions with each diverse objective. Based on the interview results regarding the integration of Canva into teaching practices, the following findings can be highlighted for your paper:

Integration and Motivation of Using Canva

Question 1: *Can you describe how you integrate Canva into your lesson planning and instructional delivery?*

This question aims to understand how Canva is incorporated into lesson planning and teaching. Some teachers answer as follows:

"Students usually use Canva when they are assigned to make PowerPoint slides when they are going to make a presentation in class in groups"

"I use Canva by creating material in the form of Canva slides and videos"

"I assign my students to use Canva to create presentation slides and advertising designs"

In short, teachers use Canva for creating lesson plans, presentation slides, advertising designs, teaching modules, and PowerPoint slides/videos. They assign activities using Canva to make learning more interesting and engaging for students.

Question 2: *What motivated teachers to start using Canva as a digital learning tool in their teaching?*

This question aims to understand the reasons behind teachers' decision to incorporate Canva into their teaching practices.

"There are many choices of templates, interactive, easy to use"

"It makes learning more interesting."

The results showed that teachers were motivated to use Canva to make learning more interesting, increase student attention, develop engaging learning media, and explore the wide range of templates and interactive features available. The user-friendly interface, modern design options, and the opportunity to enhance collaboration between teachers and students were key factors driving the adoption of Canva.

Challenges, Benefits, and Assessment of Using Canva

Question 3: *What features or tools in Canva do you find most beneficial for creating educational materials?*

This question aims to identify the key features of Canva that teachers find useful in creating educational content.

"I mostly use ppt slides, poster templates, video editor, social media, and photo collage."

"Canva's class feature can be shared with students in the form of a link, so students can access professional elements for free"

Teachers appreciate the various templates available in Canva for creating educational materials such as PowerPoint slides, poster designs, and videos. The ease of using templates and the ability to share designs with students through links are highlighted as beneficial features for creating engaging educational content.

Question 4: *How do you tailor your Canva designs to meet the diverse learning needs of students?*

This question aims to explore how teachers customize Canva designs to cater to the diverse learning needs of students.

"using the filter feature on Canva which we can set according to our needs, apart from that there are many features such as common ppt/video according to our needs".

Teachers adapt Canva designs to align with learning materials and needs, linking design choices to specific learning objectives. They utilize features like filters to customize designs according to students' requirements, ensuring that the educational materials created are engaging and relevant to diverse learning styles.

Question 5: *What challenges or limitations have you encountered when using Canva in your teaching, and how have you addressed them?*

The objective of this question is to identify any obstacles faced by teachers when utilizing Canva and explore their solutions.

"The challenges are the limited internet access and students have to buy premium features, because if you use the free ones it's very limited for icons. The way to overcome this is by joining a premium class"

Teachers reported minimal challenges with Canva due to its user-friendly interface and accessibility. However, some mentioned limitations such as students' internet access issues and the need to purchase premium features for enhanced functionality. To overcome these challenges, teachers suggested relocating to areas with better internet connectivity and investing in premium features when necessary.

Question 6: *In what ways has Canva changed or improved your teaching practices compared to traditional methods?*

This question aims to explore the impact of Canva on teaching practices.

"Canva helps students to explore the creative side of teachers and students. It also makes learning material more interesting and increases collaboration between teachers and students"

The result indicated that Canva has improved teaching by making presentations more engaging, helping students better understand concepts, fostering creativity, and increasing collaboration between teachers and students. It has also diversified learning methods and made sharing content on social media easier.

Question 7: *How do you assess the effectiveness of using Canva in teaching? Are there specific metrics or indicators you use?*

The objective is to determine how the effectiveness of Canva in teaching is evaluated.

"There is no indicator yet to assess the use of Canva, but you can compare learning between before and after using Canva"

The result showed that teachers consider Canva highly effective in learning, with increased student engagement and interest. While specific metrics or indicators are not mentioned, the application's variety of interesting designs and adherence to assignment guidelines contribute to its effectiveness

Impact on Students' Engagement and Learning Outcomes

Question 8: *How do you believe Canva enhances student engagement and learning outcomes in the classroom?*

This question is to understand the perceived impact of Canva on student engagement and learning outcomes as reported by teachers.

"By giving assignments, students designed banners/school profiles using the Canva application, and the results were pleasing to the students and easy for them to understand"

Teachers believe that Canva enhances student engagement and learning outcomes by being easy to use, offering attractive designs that capture students' attention, providing modern and appealing applications for students, helping students develop digital skills in presentations, offering a wide range of templates, elements, and displays that encourage creativity and focus, and enabling students to showcase their creativity through assignments. The interactive and user-friendly nature of Canva makes learning more interesting and increases students' enthusiasm for assignments, leading to improved learning results and increased creativity among students.

Question 9: *Can you walk me through a specific lesson or activity where you used Canva and its impact on student learning?*

This question is to understand the practical application of Canva in a lesson or activity and its influence on student learning.

"Canva is used to make a slide for presentation, it can be at the end of the session."

"Canva is good to create a product of lesson plan, such as making a poster, flyer, or designing a brochure"

Teachers highlighted that using Canva in lessons increased student enthusiasm and understanding of applications, leading to the achievement of learning objectives. The ease of use and interactive nature of Canva made learning more enjoyable and facilitated student creativity in designing materials.

Question 10: *Can you share a success story or memorable experience related to using Canva that highlights its impact on student engagement or learning?*

The objective of this question is to showcase a specific example of how Canva has positively impacted student engagement and learning outcomes.

"Students are more interested in the process of teaching and learning activities, and it makes it easier to do assignments, one of which is the presentation in class"

The result showed that teachers shared success stories where students showed increased interest in learning, improved confidence in presentations, and enhanced creativity in designing materials using Canva. Students' enthusiasm for assignments and learning activities was notably boosted, leading to more engaging and effective learning experiences.

From this interview, it can be seen that the integration of Canva into teaching has become a valuable tool for educators, enabling them to create engaging and interactive learning materials. Teachers use Canva to develop various resources like lesson plans and presentation slides, making their lessons more visually appealing and interesting for students. This user-friendly platform has helped increase student engagement and enthusiasm for learning. However, some challenges, such as limited internet access and the need for premium features, have arisen. Teachers have addressed these issues by finding alternative internet sources and upgrading their accounts, showing their dedication to providing quality education.

Canva has significantly improved teaching practices compared to traditional methods. It has made presentations more engaging and fostered creativity and collaboration among students and teachers. Students have shown increased interest and creativity when using Canva, which has helped them achieve learning goals in a fun way. Teachers appreciate Canva's various features, like templates and tools for creating posters and videos, which allow them to tailor materials to meet diverse learning needs. Overall, the positive experiences shared by teachers highlight Canva's effectiveness in enhancing student engagement and creating a more dynamic learning environment.

Questionnaire Results

The survey results indicate that Canva significantly enhances visual appeal and engagement in educational settings. A notable 83% of students agreed that Canva makes learning materials more visually appealing, which contributes to a more engaging learning environment. Additionally, 75% of respondents stated that using Canva helps them better understand the learning content, while 67% found that it makes learning more enjoyable. These findings suggest that the visual elements provided by Canva play a crucial role in capturing students' attention and facilitating a positive learning experience.

In terms of improved understanding, 75% of students reported that Canva aids in expressing their creativity in tasks and projects, highlighting its effectiveness as a creative tool. Furthermore, 83% of respondents felt that Canva has enhanced their overall learning experience. This indicates that beyond just visual appeal, Canva fosters a deeper engagement with the material, allowing students to explore their creativity while learning.

Lastly, the survey revealed insights into creativity and motivation, with 67% of students mentioning that they feel more motivated to complete tasks when using Canva. Additionally, 75% found Canva easy to use for creating learning materials, which further supports its accessibility as a tool for students. However, only 58% indicated that they would recommend Canva to classmates for learning purposes, suggesting there may be room for increased advocacy among students to promote its benefits in educational contexts.

The survey results demonstrate that Canva is a valuable tool for enhancing the educational experience through its visual appeal, engagement, and ease of use. The majority of students reported that Canva not only makes learning materials more attractive but also aids in understanding content and fosters creativity. While many students feel motivated and find the platform accessible, the relatively lower recommendation rate suggests an opportunity for greater promotion of Canva's benefits among peers. Overall, these findings highlight the potential of Canva to transform learning environments and encourage further exploration of its use in educational settings.

Observation during the Class

Lesson Planning and Preparation

The observation revealed that teachers effectively integrated Canva into their lesson planning, clearly outlining learning objectives within Canva-based lessons. This strategic use of Canva in lesson preparation highlights the importance of incorporating digital tools to enhance lesson effectiveness and student engagement.

Instructional Delivery

During instructional delivery, teachers introduced Canva to students by demonstrating the app on their phones and providing instructions on its effective use. Students actively engaged with Canva, showcasing proficiency in utilizing its tools and features. This interactive approach to teaching not only familiarized students with Canva but also encouraged their active participation in the learning process.

Student Interactions with Canva

Students interacted enthusiastically with Canva, collaborating and sharing their creations with peers. This collaborative aspect of Canva usage not only enhanced students' technological skills but also fostered creativity and teamwork in the classroom. The high level of student engagement with Canva indicates its potential to promote interactive and collaborative learning experiences.

Levels of Engagement

The overall level of student engagement during Canva-based lessons was reported to be good, with Canva enhancing student participation and interest in the lesson content. Students were motivated to create visually appealing materials using Canva, showcasing a heightened level of interest and involvement in the learning process. This increased engagement underscores the significance of digital tools like Canva in making learning more interactive and enjoyable for students.

Learning Outcomes

The use of Canva positively impacted student learning outcomes by increasing motivation and deepening understanding of lesson content. Students were able to effectively communicate their ideas through Canva creations, demonstrating creativity in designing materials and exploring innovative approaches to presenting information. Canva's role in enhancing student participation and interest in lesson content highlights its potential to foster a deeper understanding and appreciation for the subject matter at hand.

Creativity and Innovation

Students demonstrated creativity in designing materials with Canva, showcasing their ability to explore their creative potential through the platform. By fostering innovative approaches to presenting information and concepts, Canva encouraged students to think critically and creatively in their academic pursuits. This emphasis on creativity and innovation not only enhances student engagement but also contributes to a more dynamic and stimulating learning environment.

The findings from the observation checklist underscore the positive impact of integrating Canva into lesson planning and delivery. By seamlessly incorporating Canva into teaching practices, educators can enhance student engagement, creativity, communication, and learning outcomes. Canva's ability to promote interactive and collaborative learning experiences, increase student motivation, and foster creativity highlights its significance in modern education. By leveraging digital tools like Canva, educators can empower students to develop essential skills and competencies while creating dynamic and engaging learning experiences that cater to the diverse needs of 21st-century learners.

Document Analysis

The documents were taken from students' Canva results. It was taken from 1 class of TKJ (Teknik Komputer Jaringan) grade X. There was a total of 30 students. The scoring results of the student's work using Canva revealed a diverse range of performance levels among the students. The scores reflect the evaluation based on Content, Structure, Grammar, Vocabulary, and Creativity, with a total score out of 100. The scoring criteria provided on the grade ranges for each aspect, from A to C. This scoring is adopted from (Kemdikbud, 2014).

Table 2. Scoring Criteria for Canva Result

Scoring Criteria	Score
Content	20
Structure	20
Grammar	20
Vocabulary	20
Creativity	20
Total	100

The results showed that several students excelled in their projects, achieving high marks and receiving grades of A. 7 students demonstrated exceptional skills in all aspects, resulting in perfect scores of 100 and earning an A grade. These students displayed a strong command of content, structure, grammar, vocabulary, and creativity in their Canva projects, showcasing their talent and dedication to producing high-quality work.

On the other hand, some students received grades of B and C, indicating areas where improvement is needed. 5 students scored lower in certain aspects such as grammar and vocabulary, leading to a lower overall score. These students may benefit from focusing on enhancing their language skills and paying closer attention to grammar and vocabulary usage in their projects to improve their grades.

These results underscore the importance of a comprehensive approach to project creation, where students should strive for strong content, structure, language skills, and creativity. By leveraging their strengths and addressing areas for improvement identified in the scoring results, students can enhance their overall performance and aim for excellence in future Canva projects.

CONCLUSION

Teachers at SMKN 1 Parit 3 in West Bangka are successfully using Canva to create engaging and personalized learning materials that meet their students' needs. Even though they face challenges like limited internet access, teachers are finding ways to ensure that students can use Canva easily. This effort has led to increased student interest, engagement, and confidence, especially during presentations. By encouraging creativity and listening to student feedback, educators are enhancing the learning experience and helping students express themselves more effectively.

The use of Canva in lesson planning at SMKN 1 Parit 3 shows its value in boosting student engagement and improving learning outcomes. Teachers are creating dynamic and interactive environments that cater to different learning styles and promote collaboration among students. Survey results indicate that students find Canva visually appealing and helpful for understanding content, which fosters their creativity. While many students feel motivated to use Canva, the lower recommendation rate suggests that more promotion of its benefits could help. Overall, these findings highlight Canva's potential to transform learning and encourage further exploration of its use in education.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Sugiarni: Conceptualization (lead), methodology (lead), writing-original draft (lead), reviewing (supporting), editing (lead). **Widiastuti, D.E:** methodology (lead), writing-original draft (supporting), reviewing (supporting), securing funding. **Tahrin:** methodology (supporting), reviewing (lead).

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