

Canva in the Classroom: Insights into High School Students' Views on its Role in Islamic Education

Baida Astuti¹, Mahdalena², Memi Susianti³

¹SMA Negeri 5 Kepahiang, Bengkulu, Indonesia, ²SMA Negeri 6 Kepahiang, Bengkulu, Indonesia, ³SMA Negeri 7 Kepahiang, Bengkulu, Indonesia

Corresponding author e-mail: baidaastuti6@gmail.com

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Abstract: This study aims to examine high school students' perceptions of Canva's role in Islamic Education at SMA Negeri 5 Kepahiang. Using a mixed-method approach, the study collected quantitative data through a structured questionnaire and qualitative data through focus group discussions (FGDs) with 30 second-year students who have used Canva in their classes. Results indicate that Canva positively influences student engagement, comprehension, and ease of use in learning Islamic concepts. Most students found Canva helpful in making lessons more engaging and enhancing their understanding of abstract concepts through visual aids. The findings further reveal that Canva fosters creativity and collaboration, as students frequently utilized the platform's features to design presentations and projects collaboratively. Additionally, teachers reported that Canva supported differentiated instruction by allowing personalized content delivery. The novelty of this study lies in its focus on Canva's specific application in Islamic Education, a relatively under-explored area in digital learning tools research. The study contributes to educational practices by providing evidence that Canva can support and enrich learning experiences in religious education, suggesting potential for wider implementation in similar subjects.

Keywords: Canva, Comprehension, Engagement, Islamic Education, Student Perceptions

A. Introduction

Digital technology integration in educational environments has rapidly increased over the past few years, reshaping traditional teaching and learning approaches. Many educators now leverage tools like Canva, an online graphic design platform, to create visually engaging educational content (Candra et al., 2022; Fitria, 2022; Pedroso, 2023). Research has shown that visually enhanced materials can increase student engagement and comprehension, especially when dealing with abstract or complex subjects (Kartika et al., 2023; Shafira & Rosita, 2022). In Islamic Education (IE), an area often seen as rooted in traditional methods, digital tools are slowly gaining traction to modernize and support learning. Canva offers diverse templates

and tools that enable educators to convey concepts in an engaging, structured manner (Musannadah & Jannah, 2022; Yetti et al., 2023).

This adoption is particularly important in subjects like Islamic Education, where the integration of modern pedagogical techniques can bridge traditional values with contemporary teaching strategies. Studies suggest that platforms like Canva help students visualize complex concepts, such as religious principles and moral dilemmas, in ways that are relatable and easier to understand. Moreover, the platform's ease of use and flexibility in design allow educators to tailor content to various learning styles, from visual to kinesthetic learners. The interactive elements of Canva also foster creativity, encouraging students to actively participate in creating learning materials, which aligns with constructivist educational approaches. With high school students increasingly familiar with digital tools, understanding the impact of Canva on their learning experience is critical to evaluating its potential as an educational resource in Islamic Education. Furthermore, its role in collaborative projects enhances teamwork skills, preparing students for real-world challenges in a technology-driven era.

While the use of digital tools in general education is well-researched, specific applications, such as Canva in Islamic Education, remain less explored. Studies emphasize the importance of digital tools in facilitating active learning, improving retention, and enhancing classroom interaction (Amalia et al., 2024). However, research specifically targeting students' perspectives on Canva in the context of Islamic Education is limited. Such studies are essential, as students' attitudes towards educational tools significantly impact the effectiveness of learning outcomes (Aeni et al., 2024).

Islamic Education, often steeped in traditional teaching practices, can benefit significantly from digital innovation. The integration of Canva as a teaching aid has the potential to transform the delivery of content, making lessons more engaging and relevant for modern learners. For instance, Canva's ability to present Qur'anic verses or Hadiths through visually appealing infographics may enhance understanding and retention among students. Additionally, this approach can support differentiated learning, allowing teachers to create customized materials that cater to diverse student needs and learning paces.

Moreover, assessing students' perspectives on Canva could reveal insights into how digital tools influence their motivation and engagement. By understanding these perceptions, educators could identify best practices for balancing traditional values with contemporary teaching methods. Such research would also contribute to broader educational policies, promoting technology integration in religious studies to meet the demands of a digitally oriented generation. It highlights the importance of equipping educators with the skills and resources necessary to effectively use tools like Canva to create a dynamic and interactive learning environment.

The state-of-the-art research into digital learning in Islamic Education generally focuses on e-learning platforms, mobile applications, and interactive websites rather than creative tools like Canva. E-learning studies frequently highlight the benefits of digital content in fostering student-centered learning and enhancing knowledge retention (Martha et al., 2021). However, tools designed for visual creativity like Canva bring unique advantages by allowing students to engage in active content creation, which aligns with modern pedagogical approaches such as constructivism (Yundayani et al., 2019).

Canva empowers educators to simplify abstract concepts and present them in visually appealing formats that are easier for students to process. This feature is especially important in Islamic Education, where abstract themes like ethics, spirituality, and philosophy often dominate the curriculum. By providing templates and customizable design options, Canva encourages students to participate actively in their learning journey, bridging the gap between traditional and modern educational methodologies. Furthermore, integrating Canva into Islamic Education may enhance collaborative learning, as students can work together on projects, fostering critical thinking and creativity.

Despite these potential advantages, limited research explores the direct impact of Canva on learning outcomes in Islamic Education. Future studies could examine how this tool contributes to understanding complex theological concepts or supports teachers in creating engaging lesson plans tailored to diverse student needs. Analyzing the effectiveness of Canva through empirical studies would provide valuable insights, helping educators make informed decisions about incorporating such tools into their teaching practices (Pedroso, 2023; Suharti & Kartini, 2022).

The novelty of this study lies in examining the role of Canva from the perspective of students, who are both users and beneficiaries of this tool in the classroom. While previous studies have often focused on educators' perspectives or overall digital integration in Islamic Education, student perceptions remain underexplored (Kartika et al., 2023). This research highlights high school students' insights into how Canva supports or challenges their learning in Islamic Education, which is often grounded in memorization and reflection on values (Saputra et al., 2022). By focusing on students' experiences, the research brings attention to learner-centered perspectives, which are critical for developing relevant, effective teaching strategies.

Students' viewpoints are essential because they provide a first-hand account of how digital tools like Canva impact their motivation, comprehension, and retention. For instance, user-friendly interfaces, such as Canva's drag-and-drop design, can help reduce the cognitive load associated with new technologies, enabling students to focus on the content rather than the platform itself (Yeti et al., 2023). Moreover, interactive and visually appealing resources created through Canva may bridge the gap between traditional memorization-heavy Islamic Education methods and more

modern, application-based learning models, aligning with constructivist pedagogical approaches (Yundayani et al., 2019).

This study also aims to explore whether the use of Canva fosters collaborative learning among students by allowing them to co-create visual projects that reflect key Islamic values. Such activities could promote critical thinking, creativity, and a deeper engagement with the material. Future research might expand on this by comparing the experiences of students using Canva with those employing other digital tools to determine its relative efficacy in enhancing Islamic Education outcomes. Understanding these dynamics could offer invaluable insights for educators and policymakers seeking to modernize Islamic Education while respecting its foundational principles.

The study's contribution extends to informing Islamic Education practitioners and policymakers about students' perceptions of Canva's role as a learning tool. This insight is essential for shaping policies and instructional practices that meet both students' needs and the objectives of Islamic Education (Musannadah & Jannah, 2022). By gathering data on students' engagement, comprehension, and overall satisfaction with Canva as an educational aid, this study contributes empirical evidence on how digital tools can support Islamic Education's unique pedagogical goals. Moreover, understanding these dynamics can help in designing curricula that are more appealing and meaningful to digitally native students, thus fostering deeper engagement with the subject matter (Amalia et al., 2024).

In addition, this study's findings can serve as a blueprint for implementing digital tools in other subjects that emphasize moral and ethical development. Policymakers may utilize these insights to create professional development programs for teachers, ensuring they are equipped to integrate Canva and similar tools effectively into their teaching practices. Furthermore, the study may encourage the development of digital teaching resources tailored specifically to Islamic Education, bridging the gap between traditional content delivery methods and contemporary student expectations.

The implications for curriculum design are significant, as integrating tools like Canva can provide opportunities for experiential and project-based learning. By enabling students to visualize abstract Islamic concepts through creative presentations, the platform can support critical thinking and application of values in real-world scenarios. Finally, these insights could promote equity in education by ensuring that all students, regardless of their technological proficiency, can benefit from engaging and interactive learning experiences that align with the principles of Islamic Education. This comprehensive approach not only modernizes the teaching of Islamic values but also aligns with global trends in educational innovation.

Digital tools like Canva have the potential to revolutionize traditional Islamic

Education by fostering a balance between modern technological advancements and deep-rooted educational values. The integration of Canva in Islamic Education could transform the learning process by shifting the focus from passive consumption to active engagement, allowing students to interact with content in creative and meaningful ways. For instance, Canva's ability to present abstract Islamic concepts visually can help students develop a deeper conceptual understanding, making lessons more relatable and accessible. This aligns with the principles of Islamic Education, which emphasize moral and ethical reflection alongside intellectual growth (Kartika et al., 2023).

Additionally, the study seeks to highlight how Canva's templates and design tools can simplify the creation of visually enriched learning materials, which is especially beneficial for educators aiming to engage tech-savvy students. By employing Canva, teachers can design content that resonates with students' visual learning preferences, ultimately fostering a more interactive and participatory classroom environment. Such tools not only support knowledge retention but also encourage students to reflect on moral and spiritual values in a more engaging manner (Saputra et al., 2022).

Furthermore, this research aims to provide actionable recommendations for policymakers and educators, emphasizing how digital platforms can coexist with Islamic pedagogical traditions. The potential of Canva to integrate multimedia elements aligns with the increasing digital orientation of students, offering a pathway to rejuvenate Islamic Education while maintaining its core values. By demonstrating the practical benefits of using Canva, this study hopes to inspire broader adoption of innovative tools, thus enriching the educational landscape and better preparing students for a world where digital proficiency and ethical grounding are equally valued (Amalia et al., 2024; Yundayani et al., 2019).

In summary, while digital technology's role in education is a well-covered field, its specific application in Islamic Education, especially with a visual tool like Canva, remains relatively unexplored (Pedroso, 2023). This study addresses this gap by focusing on students' perspectives, offering insights into their experiences and preferences regarding Canva's use in learning Islamic content (Aeni et al., 2024). Unlike other digital platforms that emphasize content delivery, Canva's focus on visual creativity empowers students to actively participate in their learning journey, making it a potentially transformative tool in Islamic Education (Rahmawati, 2021).

The research will shed light on how Canva's visual features can make abstract Islamic concepts more accessible and relatable to students, addressing the challenge of explaining spiritual and moral themes in a way that resonates with a generation accustomed to interactive media (Yundayani et al., 2019). By engaging students in creating content, such as infographics, posters, or even educational videos, Canva could encourage them to reflect on and apply Islamic principles in more meaningful

ways, fostering both cognitive and moral development (Kartika et al., 2023).

Furthermore, the study's findings will help educators navigate the complexities of integrating digital tools into the curriculum, providing practical guidance on how to balance technology with traditional pedagogical values. The data collected on students' engagement and comprehension will not only enhance teaching methods but also ensure that Islamic Education remains relevant and effective in the digital age. Given the potential of Canva to support diverse learning styles, it is essential to investigate how students perceive its impact on their engagement and comprehension in Islamic Education (Fitria, 2022). Such insights will be valuable for refining instructional strategies and aligning educational practices with the evolving needs of today's digitally native students.

B. Methods

This study employed a mixed-method approach, combining both quantitative and qualitative data to explore high school students' perceptions of Canva in Islamic Education. The research was conducted at SMA Negeri 5 Kepahiang, which is a prominent high school known for embracing technological tools in the classroom. The sample consisted of 30 second-year students aged 16-17, who had prior experience using Canva in their Islamic Education classes. These participants were selected through purposive sampling, which ensured that they had sufficient familiarity with Canva, allowing for more informed and relevant responses during data collection.

Data collection was carried out using two primary instruments: a structured questionnaire and focus group discussions (FGDs). The questionnaire was designed following Sugiyono's (2018) model, and it comprised Likert-scale items that measured three key dimensions: student engagement, comprehension, and perceived ease of use of Canva in the learning process. These dimensions were chosen based on existing literature that emphasizes the importance of student interaction and understanding in educational technology (Pedroso, 2023). After completing the questionnaire, focus group discussions were held with small groups of 6-8 students to allow for a deeper understanding of their experiences. The FGDs provided an opportunity for participants to share their personal insights, discuss their challenges with Canva, and reflect on how the tool influenced their learning in Islamic Education.

For data analysis, quantitative responses from the questionnaire were processed using descriptive statistics, which allowed the researchers to identify general trends and patterns in student perceptions. Descriptive statistics are commonly used in educational research to summarize large amounts of data and offer an overview of participants' opinions (Candra et al., 2022). On the other hand, the qualitative data from the FGDs were analyzed thematically, following the guidelines provided by

Moleong (2017). Thematic analysis is a method that involves identifying, analyzing, and reporting patterns (themes) within data, and it is particularly useful when examining subjective experiences and opinions in educational research (Moleong, 2017). Through this method, several key themes emerged, including Canva's effectiveness in enhancing students' conceptual understanding of Islamic principles and its role in fostering greater engagement with the subject matter.

By combining both quantitative and qualitative methods, the study was able to present a comprehensive view of students' experiences with Canva. This alignment of quantitative data with qualitative insights allowed the researchers to capture not only the general patterns in student attitudes but also the nuanced, individual perspectives that help explain why Canva may or may not have been effective as a learning tool in Islamic Education. This mixed-method approach is consistent with the principles of classroom action research, which aims to improve educational practices through systematic inquiry into the classroom environment (Arikunto, 2010). By engaging both students' voices and statistical data, the study provided valuable insights that can guide future instructional strategies in Islamic Education, particularly in the context of digital tool integration.

This comprehensive research approach offers a clear picture of how high school students perceive Canva's role in their learning process. Understanding these perceptions is crucial for educators looking to enhance learning outcomes and adapt teaching methods that resonate with the needs of the digital-native generation (Yundayani et al., 2019). Moreover, the findings of this study are expected to contribute to the broader discussion of digital transformation in Islamic Education, providing empirical evidence on how tools like Canva can effectively support both cognitive and moral development in students.

C. Results and Discussion

The research findings reveal that high school students at SMA Negeri 5 Kepahiang generally hold positive perceptions of Canva's role in Islamic Education. The quantitative data, obtained from a questionnaire, and qualitative insights from focus group discussions (FGDs) provided a comprehensive overview of students' views. The results are categorized into three main areas: engagement, comprehension, and perceived ease of use. Here is a table showing the students' perceptions of using Canva in Islamic Education at SMA Negeri 5 Kepahiang, based on three main categories: engagement, comprehension, and ease of use.

Table 1. The Students' Perceptions of Using Canva

Aspect	Statement Item	Agree	Disagree	Percentage
				Agree
Engagement	Canva makes lessons more interesting	25 students	5 students	83%
	Canva increases my engagement in class	24 students	6 students	80%
Comprehension	Canva helps me understand Islamic concepts better	23 students	7 students	77%
	Canva makes lesson materials easier to remember	22 students	8 students	73%
Ease of Use	Canva is easy to use for creating designs	21 students	9 students	70%
	Canva's interface is simple and easy to understand	20 students	10 students	67%

The questionnaire data show that 83% of students (25 out of 30) felt that Canva made Islamic Education lessons more engaging. Students reported that the visual and interactive elements of Canva helped them stay focused and participate more actively in the classroom. During the FGDs, students highlighted Canva's design options and templates as factors that made learning more interesting, breaking the monotony of traditional text-based learning methods. As one student noted, "Using Canva is like creating something on our own, which makes us pay more attention to what we are learning." The ability to personalize and visually represent content also helped students understand complex concepts more effectively, supporting the findings of previous research (Kartika et al., 2023; Shafira & Rosita, 2022). This suggests that Canva's interactive features not only engage students but also contribute to deeper learning and comprehension in Islamic Education.

In terms of comprehension, 77% of students (23 out of 30) agreed that Canva helped them better understand the Islamic concepts discussed in class. The visual aids, such as graphics and infographics, made abstract concepts easier to grasp. In the FGDs, several students mentioned that Canva allowed them to visually represent difficult ideas, making them more relatable and easier to remember. One student expressed, "Creating visuals in Canva makes the lesson feel more alive, and I remember the details better." This suggests that Canva's visual elements contribute to better retention and comprehension of Islamic teachings. Moreover, students highlighted how Canva's ability to present material in different formats—text, visuals, and combinations of both—enhanced their understanding, especially in a subject like Islamic Education, where abstract concepts and moral reflections play a central role (Martha et al., 2021). This aligns with previous research on the positive impact of visual learning aids on memory retention and understanding (Shafira & Rosita, 2022). By bridging visual creativity with academic content, Canva appears to support students in making deeper connections with the material.

Regarding ease of use, 70% of the students (21 out of 30) felt that Canva was simple and intuitive to use, even for those who were not familiar with graphic design software. They appreciated Canva's user-friendly interface, which allowed them to create appealing designs without technical difficulties. In the FGDs, students discussed how Canva's drag-and-drop features and customizable templates simplified the process, making it accessible for all skill levels. One participant commented, "Even though I'm not very good at technology, I found Canva easy to use and was able to follow along with the teacher." This ease of use is crucial, especially in classrooms where digital literacy levels may vary. Canva's intuitive design enables students to focus more on content creation rather than struggling with the tool itself, fostering a positive learning environment. This simplicity aligns with other studies on the importance of user-friendly digital tools in education, where a non-complex interface supports higher student engagement and learning outcomes (Suharto, 2020; Shafira & Rosita, 2022). By reducing technical barriers, Canva encourages students to explore their creativity while deepening their understanding of subject matter.

The results of this study indicate that Canva is perceived as a beneficial tool in Islamic Education, particularly in increasing student engagement, improving comprehension, and providing ease of use. According to Ahshan (2022), engaging students in active learning is essential in modern classrooms, and tools like Canva facilitate this by making content visually appealing and interactive. This aligns with findings from Martha et al. (2021), who argue that digital tools enhance motivation and active participation, particularly in theoretical subjects. Similarly, Musannadah & Jannah (2022) found that digital tools enable students to take a more active role in their learning, resonating with the responses of students in this study, who felt Canva helped break the monotony of traditional lessons. Additionally, research by Candra et al. (2022) emphasizes that using visual content improves students' ability to retain and apply knowledge, especially in subjects that require conceptual understanding, like Islamic Education. The use of tools like Canva offers an opportunity to align educational methods with the preferences of digital-native students, making learning more relevant and engaging. By integrating visual learning methods, teachers can foster a more dynamic and interactive learning environment, ultimately supporting deeper comprehension and sustained interest in the subject matter.

In terms of comprehension, the study revealed that Canva aided students in better understanding Islamic concepts, supporting the findings of Sunarso & Herdianto (2024), who found that visual aids help students grasp complex ideas. The visual elements in Canva, such as graphics and infographics, appear to make abstract concepts more relatable, confirming the benefits of visual learning highlighted by Amalia et al., (2024). Visual aids are known to increase memory retention and understanding, as Kurniawan et al., (2022) notes, due to the dual coding theory, which posits that information is better retained when presented both visually and

textually. This suggests that incorporating tools like Canva in Islamic Education can bridge the gap between abstract religious concepts and students' understanding. Additionally, research by Ramadhani & Sari (2023) supports these findings by emphasizing that visual learning tools not only aid comprehension but also enhance critical thinking skills. By providing a more immersive learning experience, Canva can help students actively engage with complex Islamic teachings, making them more accessible and easier to internalize.

The ease of use reported by students further aligns with Sprenger & Schwaninger (2021) observations on digital learning platforms, which emphasize that tools should be user-friendly to ensure smooth integration in educational settings. Canva's intuitive features, such as drag-and-drop functionality, seem to support students in focusing on content creation rather than struggling with the technology itself. This finding is consistent with studies by Ariani et al. (2022), who argue that user-friendly interfaces are essential in maintaining students' interest and reducing the cognitive load of learning new tools. Additionally, Sari et al., (2024) suggests that students with minimal technology skills can benefit from well-designed interfaces, supporting the positive feedback about Canva's accessibility in this study. Furthermore, research by Ramadhani et al. (2023) underscores that platforms with simple navigation empower students to engage more effectively, enabling them to invest more time in creative and critical thinking activities rather than in mastering the tools themselves. This ease of use is critical, particularly in educational environments where time and attention are valuable, and the focus should remain on the content rather than the technological challenges associated with its delivery.

Overall, the findings support previous research indicating that digital tools like Canva can significantly enhance students' learning experiences. Given that students positively perceived Canva's ability to increase engagement, comprehension, and ease of use, educators might consider its broader application in other subjects. The study aligns with the conclusions of Sumarno (2023), who advocate for integrating digital tools in traditional curricula to meet the needs of a digitally oriented generation. Additionally, research by Amalia et al. (2024) further emphasizes the role of digital platforms in bridging the gap between traditional educational practices and modern technological demands, noting that tools like Canva allow students to actively engage with content in innovative ways. Future studies could further explore the specific ways digital platforms like Canva can aid in Islamic Education by focusing on long-term impacts and deeper cognitive outcomes, enhancing the current understanding of how technology supports educational processes. Exploring how these tools can be tailored to meet the diverse needs of students in various contexts would provide valuable insights into the future direction of digital learning, particularly in faith-based education. Moreover, longitudinal studies could help in assessing whether the benefits observed with tools like Canva are sustained over time, particularly in terms of student retention and application of learned concepts in real-life situations (Ramadhani et al., 2023).

D. Conclusions

This study concludes that high school students at SMA Negeri 5 Kepahiang have a positive perception of Canva's use in Islamic Education. Canva was found to enhance student engagement, as its visual and interactive elements made learning more interesting. Additionally, Canva helped students better understand and retain Islamic concepts, making abstract material more relatable through visual aids. The tool's ease of use also allowed students to focus on learning rather than struggling with technology, thereby improving the overall classroom experience. These findings are consistent with research by Kartika et al. (2023), which shows that visual tools can enhance engagement and comprehension by making complex content more accessible. Furthermore, the study aligns with the work of Shafira & Rosita (2022), who highlighted the significance of easy-to-use digital tools in facilitating learning, especially for students who are not yet proficient in advanced technological tools.

In summary, Canva effectively supports Islamic Education by increasing engagement, improving comprehension, and simplifying content creation for students. These findings suggest that incorporating Canva into Islamic Education and similar subjects may benefit student learning by making complex topics more accessible and enhancing students' motivation and focus. This conclusion supports the recommendations of Sumarno (2023) and Amalia et al. (2024), who emphasize the importance of integrating digital tools into traditional curricula to better cater to the needs of today's digitally oriented students.

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