Canva as a Visual Learning Tool to Enhance EFL Motivation: A Pedagogical Approach

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Abstract

This article aims to present research results regarding the potential of Canva as a digital platform in stimulating students' learning interest in English learning materials. By applying qualitative methods and analyzing relevant literature reviews, the researchers investigated the impact of using Canva in an educational context on the learning motivation of English learning subjects. The conclusion in the analysis of various studies revealed that the application of Canva significantly increased student motivation, as reflected by substantially improved progress in average motivation scores. In addition, there were significant positive results in students' writing skills. This finding is reinforced by the success of learning strategies such as sentence merging using Canva. Students also showed positive response in the use of Canva to build a dynamic and engaging learning scope. This research validates that Canva is an effective tool for stimulating student interest and dynamics in English language learning while fostering an interactive and flexible educational atmosphere. Therefore, it is recommended to organize training and workshops for teachers and conduct regular evaluations and further research to ensure the continuous effectiveness of Canva's application in learning. It is expected that the findings of this study can present a valuable contribution in improving educational methods in English that are creative and competitive.

Keywords: *Canva*, *Motivation*, *Education*, *EFL*

1. Introduction

In the period of ever-growing globalization, the innovation of digital tools has become an important aspect in various areas of life, one of which is education. Digital technology is significant in education as a key driver of innovation and knowledge expansion. In the context of technology integration in the educational environment, its integration must be adapted to the diversity of student characteristics as a strategy to avoid stagnation in the learning process. Furthermore, the essentiality of digital technology education in preparing all segments of society is to face the dynamics of changing eras, which include not only information and communication technology but also digital content production (Legi et al., 2023).

Although the establishment of technology in the educational environment must adapt to the individual profile of students in anticipation of possible stagnation, perceptions regarding the implementation of technology in the educational realm are often filled with significant variants.

Suhardina (2019) indicated that the profitability aspect in the use of multimedia attracts attention, especially for millennials and English language education practitioners who see it as a fundamental concept and worthy of being supported in the context of classroom learning. However, in the context of the older generation, there is a critical and condescending attitude towards the application of such technology.

Thus, despite differences in views between generations, it is important for all parties to achieve harmonization in tuning the integration of technology in the realm of education. It is imperative to ensure that its utilization is optimally aligned with the educative process without ruling out the characteristic variables and individual needs of students. In this context, it is important to take a close look at how recent research supports efforts to integrate technology into education. Hambali, Natsir, and Nasir (2023) affirm that a fundamental aspect of technology integration in the context of language learning is to strengthen motivation and interest in learning among students. A similar approach is supported by the findings of Leuwol, Basiran, Solehuddin, Vanchapo, Sartipa, and Munisah' study (2023) which highlight that the use of technology in learning methods shows a significant positive impact on student enthusiasm. This phenomenon can be explained by the capacity of technology to create a dynamic, interactive learning atmosphere and facilitate a more effective and efficient learning experience for individuals.

The use of technology in the context of education not only increases the level of motivation and desire to learn individuals, but also provides a tool that supports the learning process. Among these tools is Canva, an application claimed by Anggraeny, Wahanani, Akbar, Raharjo, and Rizkyando (2021) as a part of a modern technology with software that is open source, provided free of charge, and can be accessed by all circles. Apart from its ease of use, the app can be accessed through various platforms, including desktop computers and smart devices. In addition to acting as a graphic design application, Canva also shows excellence in the process of making logos, posters, greeting cards, and various other promotional materials.

2. Literature Review
Disadvantages and Advantages of Canva

Tanjung and Faiza (2019) claim that Canva presents various advantages in designing learning media, making it a potential tool for teachers. The existence of drag-and-drop features as well as a variety of attractive graphic designs, animations, and templates provides opportunities for teachers to explore creativity in presenting learning materials. The practicality of using Canva can also result in time efficiency in the design process. The learning media generated through this platform facilitates the possibility of material revision by learners, creating a dynamic learning environment, and is open to content improvement. Other advantages include optimal image resolution, the ability to print slides automatically, and easy collaboration between teachers. While there are paid options for animation features, Canva provides flexibility by allowing the use of design results in PDF and JPG formats, facilitating integration with other media such as Microsoft PowerPoint for offline presentations.

While Canva stands out with a significant range of advantages in the learning media design process, it shouldn't be overlooked that the platform also carries a number of drawbacks that are worth considering. Resmini, Satriani, and Rafi (2021) found several weaknesses faced by the Canva platform, including dependence on internet connectivity. In its capacity as an online-based application, Canva requires stable internet access to be operated optimally. Therefore, users are required to ensure the availability of adequate data packages when using the services provided by Canva. However, knowledge of these challenges can help users prepare and optimize the use of Canva in designing learning media.

The Influence of Visual Elements in Education

Referring to the results of a study conducted by Mayasari, Pujasari, Ulfah, and Arifudin (2021) entitled "The Influence of Visual Media on Learning Material on Student Learning Motivation", it was found that the use of visual media in learning activities with the subject of Pancasila material had a significant influence on the learning drive of grade 3 students MI Fathul Khoer. As many as 90% of learning subjects show a high level of approval for the use of this visual media in increasing their learning motivation, especially in the context of learning Pancasila material.

Based on the results of the study, it was found that the use of visual media in the learning process of Pancasila material had a significant positive impact on the motivation to learn of students. The survey results show a consent rate of 90%, which indicates that the use of visual media can be an effective tool in increasing student interest and engagement during learning. These findings illustrate that the integration of technology and visual media in educational contexts can enrich the learning practices of learning subjects and help them better perceive and internalize the conceptualizations presented by educators.

Motivation

Parnawi (2019) states that motivation is a motivating factor that diverts intrinsic energy in individuals into concrete actions to achieve set goals. In line with Muawanah and Muhid (2021), motivation is defined as a psychological construct, referring to an individual's internal drive that directs behavior towards achieving specific goals. In the context of education, motivation acts as a central factor influencing student involvement in learning activities. The presence of motivation positively affects the level of responsibility as well as the involvement of students in the learning process. The absence of motivation, on the other hand, can result in low active participation in daily learning activities, hindering the optimal learning process.

Prihartanta (2015) states that intrinsic motivation is an endogenous stimulus that spurs individuals to initiate or maintain behavior without external incentives. This concept highlights the tendency of individuals to engage in activities on the basis of internal satisfaction, without the influence of external impulses or rewards.

Intrinsic motivation, as explained by Prihartanta (2015), is an internal force that drives individuals to act without relying on external incentives. It reflects the individual's natural drive to engage in activities for internal satisfaction. Parnawi (2019) and Muawanah and Muhid (2021)

describe how this motivation plays a role in the educational context, affecting student involvement in the learning process. By valuing inner satisfaction in goal achievement, intrinsic motivation becomes a powerful driver for active participation in learning, creating a more positive and productive learning environment.

In the context of technology integration in education, the use of apps like Canva is attracting attention for its potential to increase student motivation. Recent research has shown that the use of visual media significantly affects students' learning drive. However, the question that arises is to what extent Canva can influence student motivation, especially in English language learning. In an effort to answer this question, researchers wanted to explore empirical evidence of Canva's potential in arousing students' interest in English language learning. It is hoped that this research will provide valuable insights into how the integration of technologies such as Canva can support English language learning in today's digital age.

3. Method

This research adopts a qualitative approach as its methodological framework and literature review as its research type. This type provides an opportunity for the researchers to explore in depth the phenomenon under study through a process of in-depth analysis of the collected data. The study was conducted in 2024 within the time period of three months, and the data collection technique applied was an empirical study method, where primary data was collected to gain a more holistic understanding of the research subject. Triangulation, which involves using different methods or data sources to validate findings or analysis results, was also applied to ensure the validity and reliability of the data. Qualitative approaches, empirical study analysis, and triangulation were implemented synergistically to refine the accuracy and validity of the findings in this study.

4. Results and Discussion

Based on the results of data that have been collected through empirical study methods based on observations and analysis of empirical evidence of previous research related to the effectiveness of using Canva to increase student motivation in learning English. Here are the results of the data that researchers have found based on relevant topics:

Siswanjaya

A study organized by Siswanjaya (2021) entitled "Using Canva in Project-Based Learning to Improve Student Writing Skills and Motivation" showed a significant increase in student achievement, especially in terms of motivation and technical writing skills, from cycle I to cycle II.

Table 1. Siswanjaya's Research Results

Aspects	Initial Cycle	Cycle I	Cycle II
Student Motivation (Mean)	59,9	74,1 (+24,2%)	84,9 (+14,6%)
Student Writing Skills (Mean)	56,7	69,3 (+22,2%)	79,6 (+14,8%)

As seen in Table 1, it indicates that there is a marked increase in the mean value of student motivation, which increases from 59.9 in the initial phase to 74.1 in cycle I (increase of 24.2%), and then reaches 84.9 in cycle II (increase of 14.6%). This represents a total increase of 38.8% in student motivation over the two cycles of project-based learning. In addition, there was also a significant improvement in the mean score of students' writing skills, which increased from 56.7 in the preliminary phase to 69.3 in cycle I (an increase of 22.2%), and so on, reaching 79.6 in cycle II (an increase of 14.8%). Overall, students' writing skills improved 37% in two cycles of project-based learning. This provides compelling evidence that the project-based learning approach combined with the Canva app has a beneficial impact on students' motivational progress and writing skills.

Dewi Sartika, Sri Wuli Fitriati, Suwandi Suwandi, and Hendi Pratama

Research conducted by Sartika et al. (2022) entitled "The Effectiveness of Learning English Writing Using the Sentence Combining Strategy with the Canva Application" intends to evaluate the performance of sentence combining strategies in optimizing English writing skills for English as a Foreign Language (EFL) students, using the Canva application as a tool. This study applied a pre-experimental method with pretests and posttests on learning subjects in class XI of the Mechatronics Engineering Expertise Program at SMK Negeri 1 Inderalaya Selatan.

Table 2. Sartika, Fitriati, Suwanti, and Pratama's Research Results

Aspects	Pretest	Posttest	Increase
Minimum Value	70	75	7,14%
Maximum Value	90	98	8,89%
Average	79,86	82,56	3,46%
Standard Deviation	-	5,094	-
Average Difference	-	2,69	-
Value of t	-	7,3	-
Degrees of Freedom	-	35	-
Standard Deviation	-	2,214	-
Level of Significance	p < 0.05	p < 0.05	-
Conclusion	-	There was a significant difference between pre-test and posttest	-

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Aspects	Pretest	Posttest	Increase
		scores, indicating improved recount text writing skills after treatment.	

Based on the results of the study shown in Table 2, , the increase in pretest scores to posttests: The average score of student posttest (82.56) is greater than the pretest score (79.86). This shows an increase in students' writing skills after participating in learning with sentence-combining strategies and Canva integration. The value of t obtained (7.300) is greater than the t-table (2.00) with a significance level of $p < 0.05$. This points to a significant difference between pretest and posttest scores, which reinforces evidence that Canva's sentence combining and integration strategies are effective in improving students' writing skills.

This research shows that sentence-combining strategies and technology integration, such as the Canva application, have proven effective in improving students' recount writing skills. This improvement indicates that Canva's sentence combining and integration strategies are effective in improving students' recount writing skills. This is in line with Muawanah and Muhid (2021), who define motivation as a psychological construct, referring to an individual's internal drive that directs behavior towards achieving specific goals.

Dian Shinta Sari, Desi Sri Astuti, and Suparjan

Sari et al. (2024) conducted a research entitled "Canva Implementation in English Language Learning in Sungai Kakap Kubu Raya High School". This study aims to explore the use of Canva in the context of education in English classes, especially in the class XI environment at Sungai Kakap High School, Kubu Raya Regency. The methodology used is a qualitative descriptive approach. Data were collected through observation, interviews, documentation, and questionnaires.

Table 3. Sari, Astuti, and Suparjan's Research Results

Key Findings	Supporting Data
The use of Canva in English learning in class XI of SMAN	Teachers use Canva to present material, engage all students, and create a fun learning atmosphere (Class Observation).

Key Findings	Supporting Data
Sungai Kakap is interesting and interactive.	Students are enthusiastic and motivated when working in groups using Canva (Class Observation).
The use of Canva in English learning in grade XI of SMAN Sungai Kakap is effective in increasing student and teacher engagement.	Teachers acknowledge that Canva increases student enthusiasm during the learning process (Teacher Interview). Canva facilitates technology-based learning, where students and teachers can actively engage and enhance their skills and creativity (Teacher Interview).
The use of Canva in English learning in grade XI of SMAN Sungai Kakap supports	Canva is used to enrich teaching materials and help meet the needs of technology in the classroom (Canva Functions).

Based on the research findings in Table 3, the use of the Canva application in English learning in grade XI of SMAN Sungai Kakap has proven effective in increasing student and teacher engagement. This is in line with the definition of motivation by Muawanah and Muhid (2021) which states that motivation is an individual's internal drive that directs behavior towards achieving goals. Research findings show that Canva is able to increase student enthusiasm and motivation in learning, encourage active collaboration in the classroom, and facilitate technology-based learning. This shows that Canva can be an effective tool to increase student and teacher engagement in the English learning process.

This research makes an important contribution to understanding the role of technology in increasing student motivation and engagement. The use of the Canva app in English language learning can be an example of how technology can be used to create engaging and interactive learning environments that encourage active participation of students and teachers.

Dwi Hartatik Handayani Mukti

Research conducted by Mukti (2021) conducted research entitled "Best Practices in Optimizing the Use of Canva in Making Formal Invitations in Class XI of SMK Negeri 1 Tanjung Palas", The

purpose of this study is to improve students' ability to create, especially in making formal invitations using the Canva application.

Table 4. Mukti's Research Results

Aspects	Result
Student Interest Level	1. Expert rater observation: 75.31% 2. Student observation: 82.8%
Conclusion	1. The Canva application is suitable to be used as a learning medium, especially for Formal Invitation material. 2. Audio-visual based learning media with the Canva application is effectively used both offline and online. 3. The use of Canva media provides new colors in English language learning, especially Formal Invitation material.
Positive Impact	1. Help students find Formal Invitation writing ideas. 2. Make it easier for teachers to be creative in making fun learning media.
Success Factors	Design engaging learning materials.

Based on the results of the data obtained shown in Table 4, this study proved that the use of the Canva application can attract students' attention in Formal Invitation learning. This is evidenced by the observations of expert assessors and students who show a high level of interest. This study also concluded that audiovisual-based learning media with the Canva application is suitable for use in learning, both offline and online. The use of Canva media provides new colors in English language learning, especially Formal Invitation material. In addition, this study found that the Canva application helps students find ideas for writing Formal Invitations and makes it easier for teachers to be creative in making fun learning media. The design of interesting learning materials is an influential factor in the success of learning using the Canva application. Overall, this research shows that the Canva app is an effective tool for increasing student interest and participation in Formal Invitation learning.

Discussion: Conclusions From Empirical Research Data Evidence
From the findings that have been put forward through research, it can be seen that there is significant consistency in the implications of using the Canva application in the context of English language learning. The findings show a consistently positive contribution to students' motivation and mastery of skills in these subjects. Through this research, which led to the exploration of Canva's potential in strengthening students' interest in English learning, these results reinforce our knowledge base in this domain. Research by Siswanjaya (2021) shows a significant improvement in students' motivation and writing skills after adopting Canva in learning. These results illustrate that the use of technology such as Canva can improve the quality of English language learning. Research by Sartika

et al. (2022) highlights the effectiveness of learning strategies involving Canva, showing that their use not only improves writing skills but is also effective in improving students' expertise in knowing and practicing English. A study by Sari et al. (2024) shows that using Canva is not only well received by students but also creates an interactive and engaging learning environment. This confirms that the use of technology such as Canva can increase students' interest in English language learning. Lastly, research by Mukti (2021) shows that Canva is not only relevant in the context of English learning but can also be effectively applied in other subjects. This demonstrates Canva's flexibility in supporting learning across multiple contexts.

5. Conclusion

The conclusions obtained from the results of these studies consistently provide substantial confirmation of certain aspects that are desirable in order to explore the potential of Canva applications in stimulating interest in learning English in educational contexts. The implementation of Canva not only positively impacts students' motivation and learning ability but also promotes a learning atmosphere that interactive learner subjects are interested in. Therefore, the emphasis on using Canva in English language learning can be suggested as one of the effective strategies in achieving the educational goals that have been set.

The use of Canva in English language learning can arouse significant student interest. The results of the Siswanjaya's study (2021) showed an increase in student motivation from an average score of 59.9 to 84.9, as well as an increase in writing skills from 56.7 to 79.6. Canva has also proven effective in learning strategies such as sentence combining, based on research by Sartika et al. (2022). In addition, positive responses from students to using Canva create an interactive and engaging learning environment, as found in the research of Sari et al. (2024). Mukti's research (2021) also supports that Canva is relevant and effective in various subjects, both online and face-to-face.

Overall, the results of this study confirm that Canva is an effective tool for increasing student interest and engagement in English language learning while creating a dynamic and interactive learning atmosphere. Based on the results of this study, it is recommended that educators adopt a collaborative approach and share superior practices in implementing the Canva platform in learning contexts. It is expected that they carry out periodic evaluations and initiate further research to assess their effectiveness and identify all aspects that require improvement.

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