

## The Influence of the Canva Application in Improving Primary School Student Achievement in West Sumatra

Rinovian Rais<sup>1</sup> , Ira Zulfa<sup>2</sup> 

<sup>1</sup>Universitas Indraprasta PGRI Jakarta, Indonesia

<sup>2</sup>Universitas Gajah Putih, Indonesia

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### ABSTRACT

**Background.** The use of media in education is becoming increasingly important, especially in the current digital era. The Canva application has become a popular tool among teachers for creating interesting and informative learning materials. With a variety of visual features and ease of use, Canva allows teachers to create learning materials that suit students' needs.

**Purpose.** The purpose of this research is to evaluate the influence of the Canva application in improving elementary school student achievement in West Sumatra and to understand teachers' perceptions of its use Canva in learning.

**Method.** This research uses a quantitative survey via Google Form which is distributed via WhatsApp groups to PGSD students in West Sumatra who use Canva as a learning medium. Research ethics were maintained by ensuring data confidentiality and voluntary participation. A total of 30 respondents.

**Results.** This study explores the influence of the Canva application in improving the achievement of elementary school students in West Sumatra by collecting data from 30 respondents and six questions. From the analysis results, the majority of respondents actively use Canva as a learning medium, with most using this application every day or several times a week. The results of the analysis also show that the use of Canva in learning is considered effective in improving students' understanding of learning materials, with the majority of respondents reporting an increase in student achievement after using learning materials created with Canva.

**Conclusion.** Canva positively impacts elementary student achievement in West Sumatra by offering an intuitive user experience for teachers, enhancing student understanding, and boosting overall learning quality. It's recommended to fellow teachers as an effective tool.

### KEYWORDS

Canva Application, Higher Education, Primary School Student

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### INTRODUCTION

In the ever growing digital era, education is experiencing a significant transformation (Rodríguez-Abitia & Bribiesca-Correa, 2021). One aspect that really influences the learning process is the use of social media and digital technology. Social media has become an important part of everyday life, including in the educational sphere (Ida et al., 2020). In addition, graphic design applications such as Canva offer new possibilities

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#### Correspondence:

Rinovian Rais,  
[rinovianrais@gmail.com](mailto:rinovianrais@gmail.com)

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for creating interesting and varied learning materials (P. Saputra, 2022). In the midst of technological developments efforts to improve student achievement continue to be the main focus of education (Maki, 2023).

Learning is a complex process that involves interactions between teachers, students and the learning environment (Allal, 2020). In recent years, the use of social media in educational contexts has become an increasingly discussed topic. Social media offers various potentials in increasing interaction between teachers and students, as well as facilitating collaboration between students (Greenhow et al., 2020). However, the use of social media also poses various challenges, including the potential for interference with concentration and inappropriate use.

Canva, as one of the popular graphic design applications, offers various features that allow users to create designs easily and quickly (Salim et al., 2021). This application is not only used in professional contexts, but has also begun to be used in education. In a learning context, Canva offers great potential in creating learning materials that are attractive, visual and easy to understand for students (Churiyah et al., 2022). However, although Canva offers a variety of useful features, its use in an educational context has not been explored in depth.

Student achievement is an important benchmark in evaluating the effectiveness of the education system (Al-Fraihat et al., 2020). Improving student achievement is not just about imparting knowledge, but also about creating a learning environment that motivates and facilitates active learning. In an effort to improve student achievement, the use of technology in learning has become a major focus (Lacka et al., 2021). However, it is important to identify the right technology and integrate it well in the learning process.

In the context of elementary schools in West Sumatra, the challenge of increasing student achievement is still a major concern. Various factors such as limited resources, lack of access to technology, and lack of training for teachers can affect the quality of learning in the area ("Impact of Coronavirus Pandemic on Education," 2020). Therefore, efforts need to be made to explore and implement technology that can help improve student achievement significantly. Seeing this background, research on the influence of the Canva application in improving student achievement in elementary schools in West Sumatra becomes relevant. In a context that is looking for solutions to improve the quality of learning, using Canva as a tool for creating interesting and interactive learning materials can be an effective step (Burrack & Thompson, 2021). By understanding the impact and potential of Canva applications in learning, we can develop more effective strategies to increase student achievement and improve the education system as a whole.

Student academic achievement, especially at the elementary school level, is an important indicator in evaluating educational effectiveness (Yu-Fong Chang et al., 2021). However, in some areas, such as West Sumatra, there are still challenges in improving student achievement. This issue is of concern because student achievement not only reflects the quality of education, but also has broad implications for the future of individuals and community development (Aditomo & Klieme, 2020).

Increasing student achievement is not only about providing knowledge, but also about empowering students to become independent and creative learners (Situmorang et al., 2020). The Canva application promises to make it easy to create interesting and interactive learning materials, which can motivate students and increase their involvement in the learning process (Sahirin et al., 2023). Therefore, this research was conducted to explore the potential of Canva as a tool to improve student achievement.

The problem to be solved is the low achievement of students in West Sumatra Elementary Schools and the potential for not utilizing the Canva application as a tool to increase student

creativity and achievement. Increasing student achievement is the main goal of education. By identifying and addressing the factors that influence student achievement, we can improve the overall quality of education and prepare future generations to face the challenges of the future. By utilizing the Canva application, it is hoped that more interesting and varied learning materials can be created, which can motivate students and increase their involvement in the learning process (Churiyah et al., 2022). Apart from that, training and mentoring teachers regarding the use of Canva is also an important step in overcoming this problem.

Previous research aimed to develop Canva-based learning media to create possible and effective learning media products regarding Class Maps and Layouts for third grade students at SDN Dukuh Kupang V Surabaya. This study uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. Data was collected using a questionnaire instrument and analyzed through validity tests carried out by media experts, content experts, target audiences, as well as pre-tests and post-tests for students. The research results show that this animated media is categorized as appropriate, with validity results of 90% from media experts, 92.5% from content experts, and 91.25% from participant tests. In addition, the pre-test and post-test results showed an increase of 8%, indicating its effectiveness as a learning medium for third grade students at SDN Dukuh Kupang V Surabaya (Friendha Yuanta & Diyas Age Larasati, 2023).

Previous research aimed to evaluate the development of Canva-based learning media in geography learning in class X IPS at SMAN 2 Dayun, Siak Regency. The 4D (Four-D Models) method was used, and the research results showed an adequate level of validation from experts, excellent feasibility based on teacher responses, and a high level of practicality based on student responses (Irwanita et al., 2023).

The next research aims to analyze teachers' digital literacy in the learning process in public elementary schools in Bengkulu, Indonesia, with a focus on the use of technological devices and the ability to design learning media and utilize digital media as a learning tool. This study uses a descriptive qualitative approach, with research subjects selected purposively based on educational background. Data was collected through interviews with researchers as the main instrument and analyzed by tabulation, coding and drawing conclusions. The results show that teachers used technological devices as the main learning tool during the Covid-19 pandemic, using various applications such as Power Point, Canva, and Kinemaster as well as teaching platforms such as Zoom, Google Meet, Google Classroom, and WhatsApp (Sulasmi, 2022).

From the three previous studies that have been described, it can be concluded that teacher digital literacy and the use of technology in learning have become relevant and important topics in the context of modern education. The first research highlights the development of Canva-based learning media which is effective in improving student learning outcomes at the high school level, while the second research reveals the importance of teacher digital literacy in facing the challenges of distance learning during the Covid-19 pandemic. Meanwhile, third research shows that teachers have actively used technological devices and various applications, including Canva, as learning tools in the midst of the pandemic. In this context, further research which aims to evaluate the influence of the Canva application in improving elementary school student achievement in West Sumatra and understand teachers' perceptions of its use in learning is relevant. Thus, this research can make a valuable contribution to understanding the potential and effectiveness of Canva as a learning tool, as well as supporting the development of more innovative and adaptive learning practices in the future.

This research was conducted to identify the potential for using the Canva application in improving the achievement of elementary school students in West Sumatra. By understanding the

impact and effectiveness of Canva in an educational context, we can develop more effective strategies to improve the quality of learning at the primary level. It is hoped that this research will provide a better understanding of the role of technology in improving the quality of basic education, especially in areas that may still experience challenges in this regard. Thus, this research can be a basis for developing more effective educational policies and practices.

The aim of this research is to evaluate the influence of the Canva application in improving elementary school student achievement in West Sumatra and to understand teachers' perceptions of the use of Canva in learning. It is hoped that this research can be a good start for further research on the use of technology in basic education in Indonesia. Furthermore, further research can explore various factors that influence the effectiveness of Canva applications and more effective implementation strategies.

## RESEARCH METHODOLOGY

This research uses a quantitative survey approach to evaluate the influence of the Canva application in improving elementary school student achievement in West Sumatra. The research procedure was carried out by distributing a questionnaire via a WhatsApp group that had been created using Google Form with questions and answer choices that had been prepared previously. Elementary Schools in West Sumatra using a quantitative survey approach. The research procedure involved distributing a questionnaire via a WhatsApp group that had been prepared with Google Form, containing relevant questions and structured answer choices. The research subjects consisted of students from the Social Sciences Teacher Education Program (PGMI) and Primary School Teacher Education Program (PGSD) who were currently undergoing Field Experience Practices (PPL) and had used Canva as a learning medium in their learning process. The importance of maintaining research ethics is guaranteed by ensuring confidentiality of respondent data and voluntary participation without coercion.

Data will be collected through a questionnaire distributed in the WhatsApp group, and then processed using a spreadsheet program such as Microsoft Excel. The data analysis stage will then adopt Miles Huberman's qualitative analysis techniques (Grodal et al., 2021). This includes the processes of grouping, data reduction, and data interpretation to explore emerging patterns and findings. It is hoped that the results of this research will provide deeper insight into the effectiveness of using Canva in primary school learning contexts. It is also hoped that this research can support the development of more adaptive and innovative learning practices in the future, as well as contribute to enriching the literature on the use of technology in education.

## RESULT AND DISCUSSION

### Canva As A Learning Medium

Canva is an online graphic design platform that allows users to create various types of designs easily and quickly (Rustiman et al., 2021). With its intuitive interface and wide range of features, Canva has become popular among users who do not have a formal graphic design background (Faculty of Organization and Informatics, University of Zagreb, Croatia and VERN University, Croatia et al., 2021). The implementation of Canva in an educational context has had a significant impact in various aspects of learning. The implementation of Canva in an educational context has brought significant changes in the way teachers present learning material to students. One of Canva's main advantages is its intuitive interface and the wide range of features it provides, allowing teachers to easily create attractive designs without having to have a formal graphic design background (Churiyah et al., 2022). With features such as customizable templates, images, icons

and text, Canva provides teachers with the opportunity to increase creativity in creating learning materials.

Another advantage of Canva is its ability to create various types of learning media, from presentations, posters, infographics, to learning videos (A. G. Saputra et al., 2022). This gives teachers flexibility in choosing the format that best suits their learning goals and teaching style (Krismadinata et al., 2020). For example, teachers can create dynamic PowerPoint presentations using attractive designs from Canva, or create easy-to-understand infographics to explain complex concepts to students.

In the context of collaboration and sharing learning materials, Canva also provides convenience for teachers. Teachers can easily collaborate with fellow teachers in teams or share learning materials with students via online platforms such as Google Classroom or Microsoft Teams (A. G. Saputra et al., 2022). This creates a more inclusive and open learning environment, where all parties can participate and contribute to the learning process.

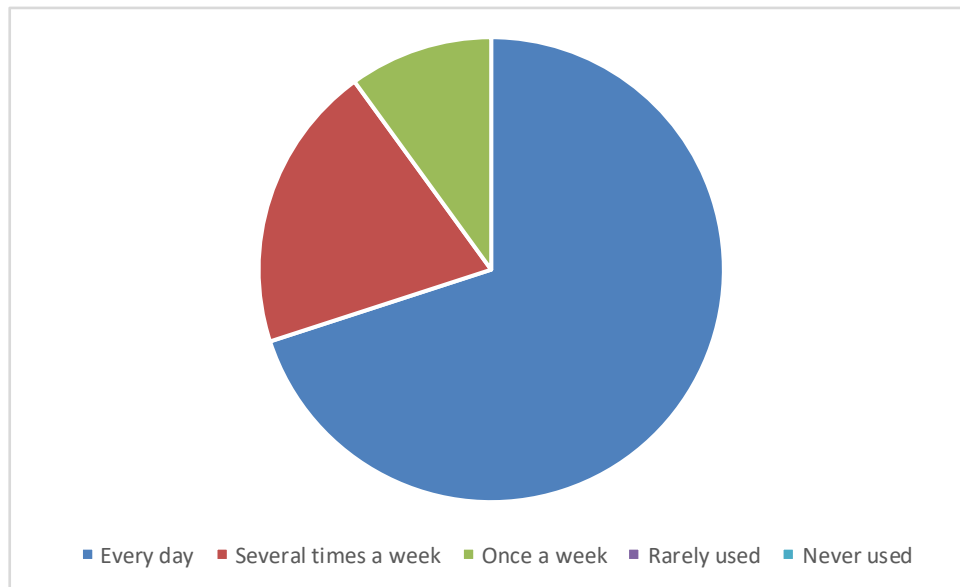
However, although Canva has various advantages in learning, its implementation also poses several challenges. One of them is the level of user understanding and skill in using this platform (Oliveira et al., 2021). While the interface is intuitive, some teachers may require additional training to maximize Canva's learning potential. Apart from that, the limited features provided by the free version of Canva can also be an obstacle for users who want to access premium features to create more complex designs (Albastroi Nastase et al., 2021). This can impact teachers' ability to create learning materials that suit their needs and preferences.

Thus, it is important for educational institutions to provide adequate training and support for teachers in using Canva as a learning tool (Homsini Maolida & Salsabila, 2021). This training can help teachers understand in depth the features of Canva and develop the graphic design skills needed to create quality learning materials.

Overall, the implementation of Canva in learning has had a positive impact in increasing creativity, engagement and collaboration in the learning process. By understanding the potential and challenges of using this platform, teachers can utilize it effectively to create a more dynamic and engaging learning environment for students.

### **The Influence Of Canva In Improving Student Achievement**

After analyzing several questions related to Canva as a learning medium to improve student learning achievement, the first question is, How often do you use the Canva application as a learning medium? With the following answer options: Every day, Several times a week, Once a week, Rarely used and Never used. With the following answer results:



**Figure 1.** The use of Canva application as learning media

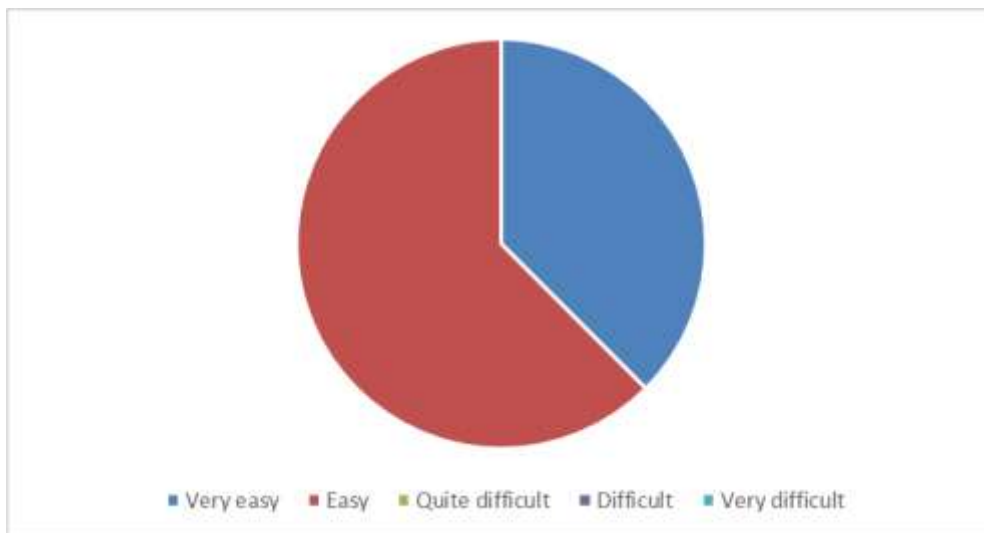
From the results of the analysis of questions regarding the use of Canva as a learning medium, it can be seen that the majority of respondents use this application with high frequency. With 21 people using Canva every day and 6 people using it several times a week, it is clear that Canva has become a very popular tool among those in the learning context. This shows that Canva has succeeded in attracting many people's interest in learning, perhaps because of its ease of use and the rich features it offers.

However, there were also a small number of respondents (3 people) who admitted that they rarely used Canva as a learning medium, some even never used it. This may indicate that despite Canva's huge popularity, not everyone considers it an important or relevant tool in their learning. Factors such as a lack of knowledge about Canva features that can support learning or a preference for other tools may influence the decision not to use Canva regularly.

Thus, the results of this analysis provide a fairly clear picture of how Canva is used as a learning medium in among respondents. Even though the majority use Canva with high frequency, there are also a small number who use it less or don't use it at all. This shows that in using Canva as a learning medium, efforts need to be made to increase awareness and understanding of its potential and overcome obstacles that may make some people reluctant to use it.

Next question, How do you assess the ease of use of the Canva application in creating materials learning? With the following answer options: Very easy, Easy, Quite difficult, Difficult and Very difficult. With the following answer results:



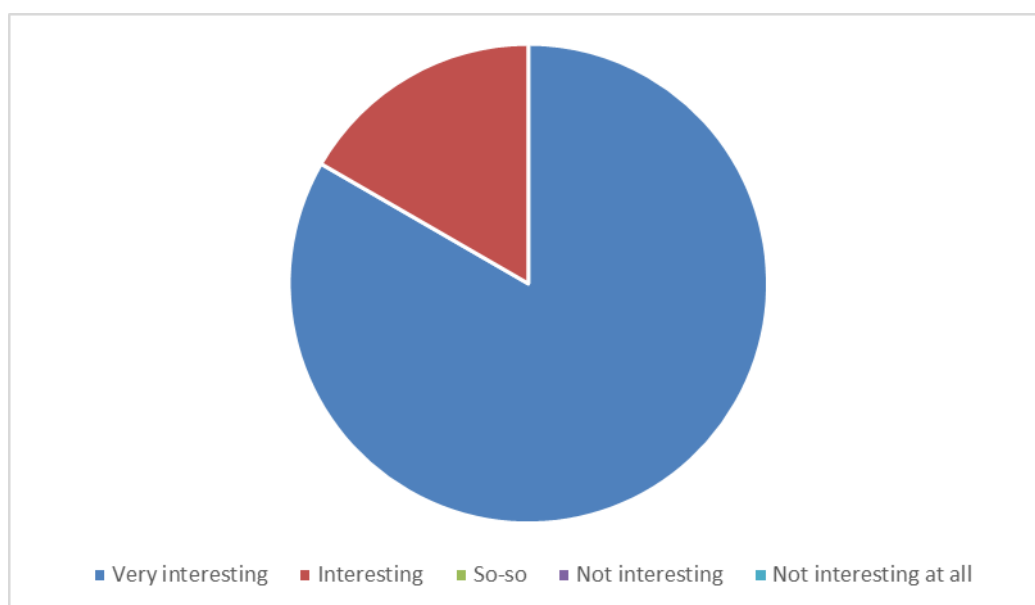


**Figure 2.** Ease of use of Canva app in creating learning materials

From the data provided, the majority of respondents (24 people) gave a positive assessment of the ease of using Canva in creating learning materials. With 9 people stating that Canva is very easy to use and 15 people stating that Canva is easy to use, this shows that the majority of users feel comfortable and confident in using Canva's features to create learning materials.

However, there is also a small number of respondents (6 people) who find Canva quite difficult to use. This shows that although the majority of users find Canva easy to use, there are still a small number who may face challenges in mastering or understanding some of the basic features or concepts in the application. Thus, these results show that in general, Canva is rated as a useful tool. easy to use in creating learning materials by most users. However, keep in mind that perceptions of ease of use can vary between individuals, depending on background knowledge of technology and previous habits of using similar applications.

Next question, Do you feel that learning materials created using the Canva application are more interesting for students? With the following answer options: Very interesting, Interesting, So-so, Not interesting and Not interesting at all. With the following answer results:



**Figure 3.** The interest of learning materials made using Canva application for students

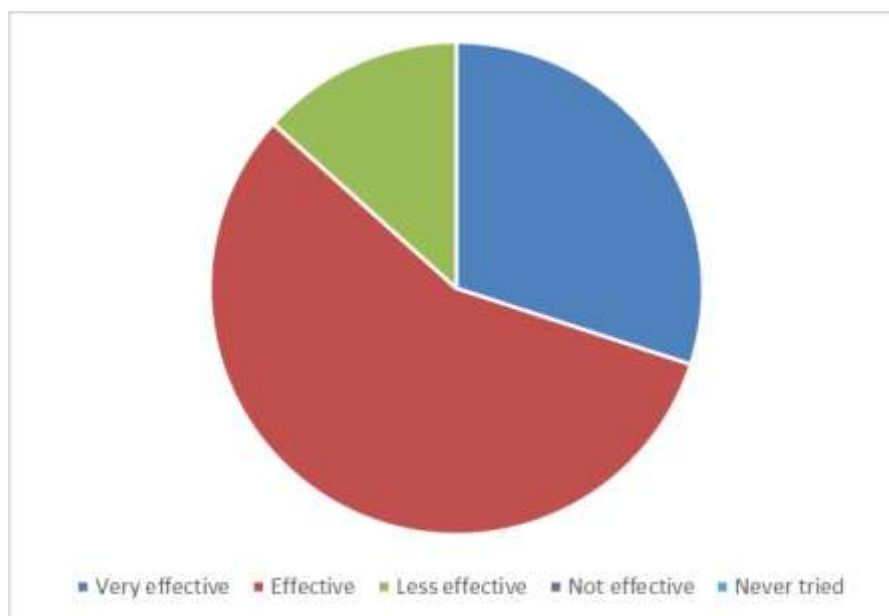
From the results of the answers given, it can be seen that the majority of respondents (25 people) felt that the learning material created using the Canva application was very interesting for students, while 5 other people thought it was interesting. This reflects a positive perception of the use of Canva in creating learning materials that can capture students' interest.

It is important to note that this assessment reflects that the use of Canva in creating learning materials has succeeded in creating a more interesting learning experience for students. This can be due to the various creative and visual features offered by Canva, such as attractive templates, eye-catching graphics, and the ability to add multimedia elements. The use of these elements helps create more interactive and colorful learning materials, which in turn can increase student engagement and motivation in the learning process.

Apart from that, using Canva in learning can also provide opportunities for teachers to adapt learning materials to students' learning styles and their interests. With the various features and templates available, teachers can create more varied and interesting materials for students with various learning preferences.

However, although the majority of respondents felt that the learning materials created with Canva were very interesting, there was still room for improvement. Further analysis can be conducted to understand which specific elements of the learning material are most effective in engaging student interest, as well as how the use of Canva can be further optimized to achieve these goals. As such, this assessment provides valuable insight into the success of using Canva in creating engaging learning materials for students, as well as the potential for further development in its use.

The next question is, how effective do you think the Canva application is in improving students' understanding of learning material? With the following answer options: Very effective, Effective, Less effective, Not effective and Never tried. With the following answer results:



**Figure 4.** Effectiveness of Canva app in improving students' understanding of learning materials

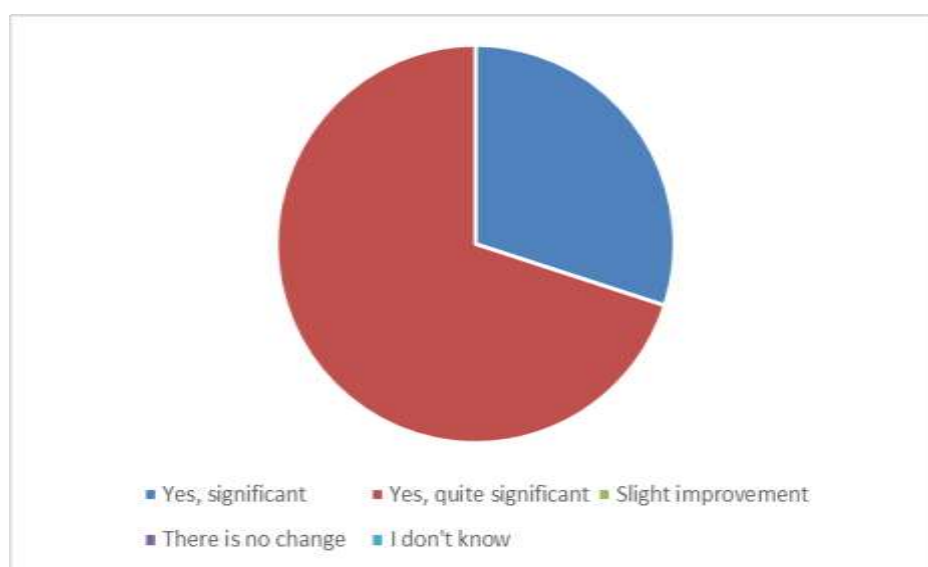
From the results of the answers given, it can be seen that the majority of respondents (26 people) thought that the Canva application was effective in increasing students' understanding of learning material, with 9 people stating that it was very effective and 17 people stating that it was effective. This shows that the use of Canva in a learning context is considered to have a positive impact in helping students understand the subject matter better.



It is important to note that the effectiveness of Canva in improving student understanding can be influenced by various factors. One of them is Canva's ability to present information in a way that is interesting and easy for students to understand. By using rich visual features, such as graphics, diagrams, and pictures, teachers can illustrate complex concepts more clearly and capture students' attention. Apart from that, using Canva also allows for more interactive and experience-based learning. Teachers can create learning materials that actively engage students through the use of interactive elements, such as questions, quizzes, or creative assignments. This helps students to not only passively understand concepts, but also apply them in relevant and real situations.

Although the majority of respondents considered Canva to be effective in improving students' understanding, there was also a small number of respondents (4 people) who considered it less effective. This may be due to a number of factors, such as a lack of knowledge or skills in using relevant Canva features or a lack of proper integration between the use of Canva and the learning method used. Therefore, further evaluation is necessary to understand the barriers that may reduce the effectiveness of using Canva in improving student understanding and identify appropriate improvement strategies.

Next question, Do you feel an increase in student achievement after using learning materials created with the Canva application? With the following answer options: Yes, significant. Yes, quite significant. Slight improvement. There is no change and I don't know. With the following answer results:



**Figure 5.** Increase in student achievement after using learning materials created with the Canva application

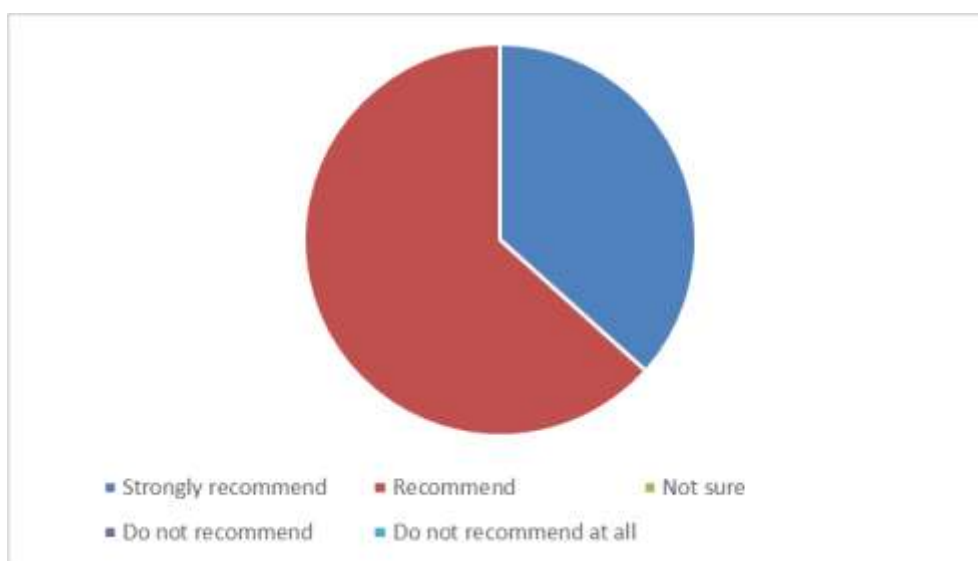
From the results of the answers given, it can be seen that the majority of respondents (30 people) felt that student achievement had increased after using learning materials created with the Canva application. Of this number, 9 people stated that the increase was significant, while 21 people stated that the increase was quite significant. This shows that the use of Canva in learning has had a real positive impact on student learning achievement.

The increase in student achievement after using learning materials created with Canva may be caused by several factors. First, the use of interesting and interactive visual elements in learning materials can help students understand concepts better. This can increase information retention and facilitate the student's learning process. In addition, using Canva also allows for variations in

teaching and learning methods. Teachers can create learning materials that are interesting, interactive, and tailored to student needs. In this way, students can be more involved in the learning process and more motivated to learn.

Even though the majority of respondents felt that there was an increase in student achievement after using learning materials created with Canva, there were still some who felt that the improvement was insignificant or even non-existent. This may be caused by other factors outside of using Canva, such as environmental or individual factors that influence student achievement. Therefore, further analysis needs to be carried out to understand the factors that influence the level of success in using Canva in improving student achievement.

Final question, Would you recommend using the Canva application to other teacher colleagues to improve the quality of learning? With the following answer options: Strongly recommend, Recommend, Not sure, Do not recommend and Do not recommend at all. With the following answer results:



**Figure 6.** Recommending the use of Canva to fellow teachers to improve learning quality

From the results of the answers given, the majority of respondents (30 people) recommended using the Canva application to other fellow teachers to improve the quality of learning. Of these, 11 people said they highly recommend it, while another 19 people recommend it. This shows that the majority of respondents have had positive experiences with the use of Canva in learning and believe that using this application can help improve the overall quality of learning.

This recommendation may be based on the positive experiences of respondents with the use of Canva in creating interesting and effective learning materials. They may find Canva to be a useful and effective tool in helping them create learning materials that meet their students' needs and interest them. However, there was still a small number of respondents (4 people) who were not sure or even did not recommend using Canva to other teacher colleagues. The reasons behind this may be varied, such as a lack of experience with the app, a lack of knowledge about the features available, or perhaps a particular negative experience with its use.

That being said, even though the majority of respondents recommend using Canva to fellow teachers, it is still important to understand that individual experiences and preferences may vary. Therefore, it is important to provide sufficient support and training to teachers in using Canva

effectively in learning, as well as taking into account the specific needs and context of each learning environment.

## CONCLUSION

From the analysis results, the majority of respondents actively use Canva as a learning medium, with most using this application every day or several times a week. This shows that Canva has become a popular tool among teachers to support the learning process. Apart from that, the majority of respondents also stated that Canva was easy to use in creating learning materials, with most feeling comfortable using the features it offers. This reflects that Canva provides an intuitive and efficient user experience for teachers in creating interesting and informative learning materials.

Furthermore, the analysis results show that the use of Canva in learning is considered effective in increasing students' understanding of learning materials. The majority of respondents stated that learning materials created with Canva are very interesting for students and help them understand concepts better. Apart from that, most respondents also reported an increase in student achievement after using learning materials created with Canva. This shows that Canva can make a positive contribution to the quality of learning in elementary schools in West Sumatra by facilitating interesting, interactive and effective learning for students. Therefore, based on the results of this analysis, it can be concluded that the Canva application has a positive influence in improving the achievement of elementary school students in West Sumatra and is worthy of being recommended to other teacher colleagues as an effective learning tool.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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