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Canva as a Creative Digital Learning Media for English Learning: A Student Perception Study

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Abstract

This study investigates students' perceptions of using Canva as a digital learning tool in English classes. The objective is to explore Canvas impact on students' motivation, interest, efficacy, challenges, and preferences. A quantitative method was employed by distributing questionnaires to 100 10th-grade students at an Islamic high school in East Java, Indonesia. The findings reveal that most students hold positive perceptions of Canva, particularly in enhancing their motivation and engagement in learning. Canvas visual and interactive features also support students' understanding and boost their confidence in learning English. Nevertheless, some challenges, such as limited technology access, were reported. These results suggest that Canva can be an effective tool for fostering student engagement and developing independent learning habits. The study highlights the importance of integrating digital tools like Canva into English instruction to create more meaningful and engaging learning experiences.
Keywords: *Digital Learning, Student Perception, English Language Learning, Canva*

Introduction

Learning media is an essential aspect of learning activities to support learning (Macaro et al., 2018). In this digital era, digital learning media has become an inseparable part of education. Innovation in information and communication technology allows the creation of various interactive and exciting learning media, which can increase the effectiveness of the learning process (Gan et al., 2015). In the English language learning context, digital media can help students understand complex material more visually and contextually. Through various digital platforms and tools, students can visualize concepts, collaborate more effectively, and learn independently and creatively. Digital-based English learning also allows students to access materials anytime and anywhere, allowing them to learn at their own pace and learning style. According to (Trinder, 2017), digital learning media presents extensive material and explanations about English, so students prefer established media in a self-regulated context. This approach can increase student engagement and build their confidence in using English in real life. Therefore, exploring various digital learning media in English learning is essential to creating a more effective and meaningful learning experience for students.

English learners often face several challenges that affect their learning process's effectiveness (Rao, 2024). One of the main problems is the difficulty students have understanding English material, especially complicated grammar, complex sentence structures, and diverse vocabulary. These difficulties are often caused by traditional teaching methods which tend to be monotonous, with a lecture-based approach that lacks variation (Tularam, 2018). Traditional methods, such as lectures and exercises, often fail to engage students effectively, leading to low absorption of course content and high levels of student anxiety, especially in the context of language learning (Safapour et al., 2019). Low motivation and interest in learning English are also significant challenges that must be overcome. One-way learning with

minimal variation makes students lose their curiosity and interest in learning the language (Fryer et al., 2017). This intrinsic motivation is important because it affects how much effort students put into practicing their language skills. Therefore, an innovative learning approach and engaging digital media are needed to increase student motivation and interest.

Digital learning media provide valuable benefits in English language learning, helping to enhance students' motivation, engagement, and understanding of complex language concepts through interactive and visual elements. Students tend to be more interested in interactive and visual media because they feel more actively involved in learning (Al-Maroof et al., 2022). Additionally, high levels of efficacy and confidence in their ability to use technology make students feel more prepared and confident when tackling new material. These benefits can be found in platforms like Canva, which offers a range of intuitive visual tools to support students in learning English creatively and interactively. As a graphic design platform, Canva fulfils these needs by providing easy-to-use templates and tools that support engaging and creative English learning experiences (Noor & Karani, 2023). Canva also aligns with students' preferences, allowing them to choose learning methods that suit their style (Ilyas et al., 2023). Through interactive visual elements, Canva fosters creativity and collaboration, increasing students' motivation and interest in learning English. It also enables students to express their understanding visually, making it easier to grasp complex language concepts such as grammar and vocabulary through attractive, easy-to-understand displays (Noor & Karani, 2023). With its flexible, visual, and practice-based approach, Canva creates an engaging learning environment that effectively supports students' English language development.

Previous studies have shown that using Canva as a digital learning tool can increase students' motivation and engagement in learning English. For example, (Fitria & Afdaleni, 2024) found that Canva helps students understand language materials through the use of visuals that encourage critical thinking, while (Royani et al., 2024) observed that Canva reduces the difficulty in learning grammar and vocabulary by simplifying concepts. However, much of this research focuses more on academic outcomes or technical aspects, with less attention paid to students' perceptions of Canva regarding motivation, confidence, difficulty, and preferences. Exploring these areas is important because students' motivation and interest influence how much effort they put into learning, and feeling confident with Canva makes them more comfortable with tasks (Ilyas et al., 2023). Recognizing the challenges students face can also help improve the tool, and understanding their preferences ensures that Canva fits their learning style. Conducting this research is important because understanding student perceptions provides insights beyond academic performance, which can inform educators and developers to create more student-centered digital learning environments. As digital tools become more integrated into education, meeting students' needs and preferences can increase their effectiveness and appeal, creating more supportive and engaging learning experiences (Jones & Carter, 2019). Therefore, this study seeks to explore students' perceptions of Canva as a digital medium for learning English, focusing on its influence on motivation, efficacy, challenges, and preferences, culminating in the research question: "How do students perceive the use of Canva in English learning, particularly regarding its impact on motivation, efficacy, challenges, and preferences?"

Method

This study used a quantitative design with a survey method to collect data on students' perceptions of Canva as a digital learning medium in English learning. The survey approach was chosen because it is effective in collecting data from a large number of respondents in a relatively short time and can provide objective and representative results (Zeleke et al., 2021).

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The survey allows researchers to explore students' perceptions on various dimensions such as motivation and interest, self-efficacy, difficulty and preferences.

A survey was conducted to identify EFL students' perceptions of the use of digital learning media in English language learning. Survey research is a method used to determine a population's beliefs, attitudes, experiences, and expectations by collecting information through structured questions (Stratton, 2015). The participants of this study were 100 tenth-grade students from one of the Muslim high schools in Malang, Indonesia, selected because they actively use digital learning tools, particularly Canva, in their English lessons. The selection of tenth-grade students was based on the fact that they frequently used digital media such as Canva throughout their English lessons. This study used a questionnaire adapted from (Demirci, 2007) to explore EFL students' perceptions in four dimensions: motivation and interest, efficacy, difficulty, and preference. The questionnaire consisted of 14 questions, each designed to measure these aspects to ensure a comprehensive understanding of students' perceptions. The questionnaire was provided in English and Indonesian to avoid misunderstandings and ensure students understood each question. Data were collected through Google Forms, with students responding using a Likert scale: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

Data analysis in this study utilized descriptive statistics generated through Google Forms. Descriptive statistics help to summarize and interpret the data about the research questions and theoretical framework, providing insights into the overall trends in students' perceptions of digital learning media. The analysis results will be interpreted by aligning them with the research questions and theoretical review. This will enable a comprehensive understanding of how digital media like Canva impacts EFL students in terms of motivation and interest, efficacy, difficulty, and preference.

Results

The results of this study are categorized into four main aspects: motivation and interest, effectiveness, difficulty, and preferences in using Canva as a digital learning media. Questionnaire items 1 to 5 address students' motivation and interest in using Canva for English learning, items 6 to 8 focus on effectiveness, items 9 to 12 explore students' difficulties, and items 13 to 14 address students' preferences. This questionnaire was completed by 100 grade 10 students from an Islamic-based high school in East Java, Indonesia, providing valuable insights into their experiences in using Canva as a tool to support English learning.

Students' motivation and interest

Table 1. Students' motivation and interest

No.	Statement	SA	A	N	D	SD
1.	Using Canva in presenting materials makes me motivated in learning English.	42%	49%	8%	0%	1%
2.	The features of Canva (picture, video, animation) make me excited about learning English.	52%	43%	5%	0%	0%
3.	Canva is an interesting learning media for learning English.	42%	45%	11%	2%	0%
4.	I am comfortable using Canva for learning English.	44%	46%	10%	0%	0%

5.	Using Canva to present English learning materials is a positive experience and I will use it often.	36%	47%	16%	1%	0%

Canva has been proven to increase students' motivation and interest in learning English by creating a more engaging, interactive, and accessible learning experience. Most students felt more motivated (91%) because the presentation of the material was more visual and communicative, while features such as images, videos, and animations increased their enthusiasm for learning (95%). This interest in interactive learning media increased student engagement, where they felt more comfortable using Canva (90%) and were more motivated to learn independently. In addition, the ease of access to materials through Canva encouraged students to use it more often as their primary learning resource (83%), indicating that this platform is aesthetically appealing and effective in building more consistent learning habits. With a more enjoyable learning experience and intuitive feature support, Canva helps create a more positive learning environment. When used in English instruction, Canva improves pupil engagement, understanding, and memory retention during class activities, resulting in better learning outcomes (Jamaludin & Sedek, 2024). Students feel more confident in understanding the material and more excited about the learning process. This shows that integrating technology like Canva in education can effectively increase learning motivation and overall student engagement.

Students' Efficacy

Table 2. Students' Efficacy

No.	Statement	SA	A	N	D	SD
1.	Canva is an effective digital learning tool for learning English by making the learning process easier and more accessible through its user-friendly features and visuals.	38%	52%	9%	1%	0%
2.	Using Canva makes it easier for me to understand the materials.	37%	44%	17%	2%	0%
3.	I feel confident using Canva to support my English learning because it helps me understand the material better and makes the learning process easier.	30%	46%	21%	3%	0%

These findings indicate that Canvas use positively impacts students' efficacy in learning English. Most students (90%) considered Canva an effective digital learning tool due to its ease of access and attractive visual features, making the learning process easier and more enjoyable. In addition, 81% of students felt that Canva helped them understand the material better, indicating that this platform can improve understanding effectiveness in learning. Students' confidence in learning English also increased with Canva, where 76% of students felt more confident because Canva made it easier to understand the material. This shows that Canva functions as a visual aid and a platform that supports students' independent learning. The use of Canva in learning can increase student effectiveness, understanding, and motivation. It can trigger student confidence (Wahyuni et al., 2022). With interactive features and user-friendly design, Canva helps students reduce barriers to understanding the material and increases their confidence in applying English in academic and everyday contexts. Higher efficacy in learning

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can improve educational outcomes, as students feel more capable and comfortable in understanding and using the material they have learned.

Student's Difficulty

Table 3. Students' Difficulty

No.	Statement	SA	A	N	D	SD
1.	Using Canva in English learning is sometimes difficult to understand.	2%	9%	14%	59%	16%
2.	Using digital learning media Canva makes me focus on other things besides studying.	7%	17%	22%	40%	14%
3.	Technical issues (network, dark screen, and text that is too small) in using Canva as digital media reduce my motivation to learn English.	6%	28%	24%	24%	19%
4.	I find it difficult to access learning materials on Canva.	3%	0%	14%	53%	30%

Although Canva provides many benefits in learning English, students still face challenges. Most students admitted they did not experience significant difficulties understanding the material through Canva, but some obstacles must be considered. As many as 56% of students feel that using Canva can divert their focus to other things besides studying, indicating that the interactive and attractive visual aspects can be distracting. In addition, 34% of students experienced technical obstacles such as network problems, dark screen displays, and text sizes that were too small, which reduced their motivation to learn. Accessibility of materials is also a challenge for 56% of students who find it difficult to access learning materials through Canva. Although the percentage of students who find it difficult to understand the material is relatively small, these challenges show that the effectiveness of Canvas in English learning is also influenced by external factors such as technical conditions and individual student preferences. Despite the difficulties in external matters, Canva also improves students' understanding and creativity (Hidayati, 2023). Therefore, optimizing the use of Canva requires considering technical aspects and strategies to keep students focused on the learning material.

Students' Preference

Table 4. Students' Preference

No.	Statement	SA	A	N	D	SD
1.	I prefer using Canva as a digital learning tool in learning English because it is easy to use and makes the learning process more comfortable.	34%	47%	17%	2%	0%
2.	After using Canva, I prefer and read English learning materials presented through Canva more often.	25%	37%	34%	4%	0%

Students' preference for using Canva in English learning shows a positive trend. Most students feel comfortable and prefer to use Canva as a learning medium because of its ease of access and attractive appearance, with 81% agreeing or strongly agreeing that Canva makes the learning process more comfortable. In addition, Canva encourages students' interest in reading

learning materials presented through this platform, with 62% of students preferring to access materials in digital format through Canva compared to other methods. These findings indicate that Canva not only functions as a learning aid but also plays a role in increasing students' preferences for digital-based learning media. Therefore, integrating Canva into English learning can be an effective strategy to increase students' interest in accessing and understanding materials more interactively and comfortably.

Discussion

The results of this study indicate that students have a positive perception of the use of Canva as an English learning medium, which is in line with the objectives of this study, which explore its impact on students' motivation and interest, efficacy, challenges, and preferences. The motivation and interest aspects are the most dominant, indicating that Canvas's attractive design, interactive features, and ease of access play an important role in increasing students' enthusiasm for learning, supporting previous research that highlights the role of digital learning media in increasing student engagement through more attractive visual and interactive elements (Santiana et al., 2024). This similarity may be because today's students are more visually oriented and are accustomed to interacting with digital platforms daily, making tools like Canva naturally appealing and effective in learning contexts. In addition, Canva has also been shown to have a positive effect on student efficacy by simplifying the material and presenting information in a more structured manner, thereby increasing their understanding and confidence in learning English, strengthening the finding that multimedia elements can improve students' memory and knowledge of the material (Maria et al., 2023). This consistency may be explained by the cognitive theory of multimedia learning, which states that combining text, images, and design helps reduce cognitive overload and enhances comprehension. Students who are exposed to well-organized visual information are more likely to retain and apply the material effectively (Alkhawaldeh, 2020). However, despite its many advantages, some students face challenges in using it, primarily related to technical constraints such as unstable internet access, less than optimal screen display, or unclear text size, indicating that although digital media can improve learning effectiveness, infrastructure, and accessibility factors remain important considerations, as other research findings on the limitations of technology in education (Taylor et al., 2021). Nevertheless, students' preference for Canva remains high because of its flexibility and convenience. It encourages them to be more active and independent in learning. It strengthens previous research stating that digital-based learning media can increase student engagement while forming more independent and sustainable learning habits (Sharma & Gupta, 2021). Thus, this study confirms that Canva is important in creating a more effective and meaningful learning experience by increasing student motivation, efficacy, and preference. However, challenges in its use still need to be considered for further optimization.

The alignment of the findings of this study with previous studies further confirms that the use of digital learning media, such as Canva, can increase students' motivation and understanding in learning English. A survey by (Nkomo et al., 2021) found that visual and interactive elements in digital media can increase student engagement and make learning more enjoyable, which is in line with the results of this study, which show high student motivation and preference for Canva. In addition, (Hidayatullah et al., 2024) also revealed that multimedia in learning helps students understand the material better, supporting the finding that Canva contributes to increasing student efficacy. However, in contrast to Rasheed et al. (2021) which highlighted that technical barriers could significantly hinder the effectiveness of digital learning, in this study, technical barriers such as unstable internet access only affected a small proportion

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of students. They were not the main factor that reduced the effectiveness of Canva as a learning medium. This difference is likely due to the technological readiness level in each research context, where infrastructure and accessibility factors are essential in determining the success of implementing technology in learning. This difference is likely due to the level of technology readiness in each research context, where infrastructure and accessibility factors play an important role in determining the success of technology implementation in learning.

With this in mind, the findings of this study have several important implications for educators and the development of English language learning methods. Students' high motivation and preference towards Canva indicate that this platform can be further optimized in the learning process, especially in increasing student engagement and understanding. Teachers can utilize Canva's interactive features to create more engaging and easy-to-understand teaching materials, ultimately improving students' interest in learning and their English skills in the long run. However, this study has several limitations, such as not measuring the direct impact of Canva on student learning outcomes and being limited to one level of education, so it cannot be generalized. External factors, such as access to technology and student experience, can also influence the study results. Therefore, further research can use more in-depth methods, such as interviews or experiments, and explore specific aspects of Canva that are most effective in improving student skills so that their development is more optimal.

Conclusion

This study contributes to expanding the understanding of how digital learning media, specifically Canva, can affect students' learning experiences in English. By exploring aspects of motivation and interest, efficacy, difficulty, and preference, this study shows that Canva increases students' engagement in learning and helps them understand the material better. These findings confirm that visual design and interactive features in digital media play an essential role in creating a more effective and meaningful learning experience. In addition, the results of this study support the theory that technology integration in education can improve the quality of learning, especially in increasing students' motivation and confidence.

Furthermore, this study provides insights for educators and learning media developers to optimize the use of Canva in teaching English further. Although there are still challenges in its use, such as technical constraints and accessibility, its benefits remain significant for the learning process. Limitations in this study, such as limited sample coverage, open up opportunities for further research to explore the effectiveness of Canva in various educational contexts and learning methods more deeply. Thus, this study contributes to developing more innovative technology-based learning approaches, providing a basis for further research in the use of digital media to improve the quality of education. In practice, it is recommended that schools and teachers provide regular training on the use of Canva to maximize its potential in the classroom, as well as integrate Canva into existing Learning Management Systems (LMS) to create a more centralized, accessible, and efficient digital learning environment.

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