

Canva Based Learning Media: Students Learning Outcomes In Senior High School

Nurul Alamia¹, Rahmi², Sitti Maryam Hamid³

¹²³Universitas Muhammadiyah Makassar, Indonesia

*Correspondence-mail; nuralamia@bg.unismuhmakassar.ac.id, 105351107720@gmail.com,
maryamhamid@unismuh.ac.id

Article history

Submitted:2024/01/01; Revised:2024/01/11; Accepted:2024/01/29

Abstract

Students' understanding in learning English, especially in advertising texts, is still low. They have difficulty understanding and processing the information in advertising texts using only limited learning media. Therefore, a solution is needed to optimize the effectiveness of advertising text learning. By using the Canva application you can overcome this problem. The aim of this research is to help teachers and students explore and make it easier to learn advertising text material, helping students understand advertising text through visual representations created with the Canva application. The subjects of this research were class X students. This research used a qualitative descriptive method with data collection techniques through observation, interviews and questionnaires, as well as data reduction data analysis techniques. The results of this research show that the use of the Canva application media in learning English advertising texts was considered effective and interesting by 100% of the students who were research subjects. Students easily understand advertising learning text material after using Canva and increase student involvement in the learning process.

Keywords

Learning Outcomes, Ad Text, Canva



©2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Learning media stimulates learning activities. The interaction between learning and media is a real form of learning behavior. Learning media is to make it easier for students to learn material concepts in learning subjects, so media is needed. In the teaching and learning process there is learning media which is an internal part of the teaching and learning system (Azhar, 2019:14).

There are many media that can be used in the teaching and learning process, as we all know, in general the use of learning media in the learning process is to increase student enthusiasm and motivation for learning, which is very important in the learning process. Considering the importance of learning media, so that the

learning process runs effectively and efficiently, teachers need hard work, knowledge, abilities and skills to carry out the learning process. To learn professional knowledge, we know that the role of learning media in the teaching and learning process is very important and can help facilitate the learning process. However, the reality in the field is that learning media is still often ignored and used inappropriately for various reasons, such as lack of time to prepare teaching, difficulty finding the right media and using it as learning media at no cost. Based on these problems, in the learning process, schools need interesting learning media so that students can be motivated to learn (Cahyadi, 2019: 40).

Based on the results of observations and interviews at SMA Muhammadiyah Makassar, students' ability to understand English lessons, especially advertising texts, is still relatively low. Students experience difficulties in understanding the information contained in advertising texts by only using books available at school and the limited learning media that is currently easily accessible in helping their understanding of advertising messages. Student test results on advertising text materials also show the same thing. This is proven in the structural aspect of the advertising text which has an average score of 69.5, and in the linguistic rules aspect of the advertising text which has an average score of 71.6. The students' low scores were caused by their difficulty in understanding the structure and linguistic rules of advertising text which did not attract the audience's attention effectively. The solution can be done through providing creative and innovative learning media to support the learning process. Learning media are concrete objects used to convey information, such as lesson material, to students. Learning media are all materials or tools that can be used in the teaching and learning process to help students understand and master subject matter more easily and effectively (Blumberg & Fisch, 2013; Hamalik, 2019). Through these tools, messages are conveyed effectively from teachers to students.

The types of learning media that can be divided into 4 according to Asyar's opinion in Anang (2020: 11) include; 1) Audio learning media, the media used only relies on the listener's senses. So by using lecture and question and answer model learning media, it is most appropriate to provide it in the classroom. 2) Visual learning media is media used that relies solely on the sense of sight. In this kind of learning media, it is more precise to use media in the form of presentation media based on the Canva application which is displayed or when the teacher explains via the whiteboard. 3) Audio visual learning media, media that uses the senses of sight and hearing simultaneously in a learning process. And what is needed in the

learning process is not only the media but also the creativity of educators in providing learning in the classroom. 4) Multimedia learning media, media that combines several media and intermediaries in an integrated manner in a learning process. In this research, the Canva application was used as a function to create visual learning media. Canva is an online-based design application but can be used for free via Playstore access or directly accessing the Canva website. The Canva application provides many interesting design templates such as presentations, resumes, curriculum vitae, etc. (Kurniawan, 2023).

The Canva application also has many advantages, including having various kinds of interesting designs, one of which is that we can create design templates according to the educational sector, then Canva is also able to increase user creativity, in this case especially for educators or teachers who want to design good learning media and interesting for students. Apart from that, Canva application users can design various kinds of videos or animations which are an alternative for educators or teachers to visualize imaginative material that can be used by teachers in the learning process using the Canva application. Therefore, the Canva application is very suitable as a learning medium for students. . The Canva application is also able to save time and this application is also very practical to use because Canva can be used in 2 ways, namely using a laptop and a smartphone-based cellphone (Android or iPhone) (Kurniawan, 2023).

METHODS

This research uses descriptive research methods with a qualitative approach. The data used in this research is qualitative, in the form of descriptions or words about the facts or phenomena observed. The descriptive method is a method that examines a group of people, objects, conditions, systems of thought, or events in the present. Descriptive qualitative methods are used to develop theories that are built based on data obtained from the field or research site. In this case the researcher uses descriptive data to build a better and more detailed theory about the object under study. Qualitative research methods refer to research approaches based on post-positivism philosophy (Sugiyono, 2020). This method is used to conduct research on the condition of natural objects with the researcher as the main instrument. Research subjects are individuals or groups who are sampled in research and provide information related to the research topic. In this study, the research subjects were 20 students of class X SMA Muhammadiyah Makassar. To collect data, researchers observed the learning process carried out at SMA Muhammadiyah Makassar. Then the researcher conducted direct interviews with students to obtain information about learning advertising texts and

the learning process that had been carried out. Researchers also used questionnaires given to students. The evaluation results show that there are several factors that hinder English learning, especially in advertising texts, one of which is students' difficulty in absorbing information and understanding advertising text learning, resulting in low student comprehension results.

After conducting observations, interviews and distributing questionnaires, the data will be processed by reducing it so that only important parts and related variables are taken. Reducing data means describing information concisely, focusing on important aspects, and looking for important patterns. Thus, the reduced data will provide a clearer picture and make the data collection process easier for researchers. Data reduction is carried out by selecting data from observations, interviews and distributing questionnaires and focusing on all raw data so that it has a stronger meaning. After being reduced, the data will be presented qualitatively in the form of a description that allows conclusions to be drawn. Researchers use narrative text and short descriptions, as well as graphs to present data.

FINDINGS AND DISCUSSION

Findings

This research will discuss two things, namely the implementation of advertising text learning using the Canva application in class X SMA Muhammadiyah Makassar and the response of class learning. This research will present the results and discussion in descriptive form which includes summaries, graphs and data descriptions. The first stage was observation, interviews and tests at SMA Muhammadiyah Makassar. The results that the researchers got were that students' understanding in learning English, especially advertising texts, was still relatively low. Students have difficulty understanding and absorbing the information contained in advertising texts using only the books available at school, and the limited learning media currently available.

Expect (1) What is the influence of using Canva media in learning English?

"Making learning more interesting" (P1)

"Canva media can increase student interest, motivation and learning outcomes" (P2)

"Students find it easier to understand the material being taught" (P3)

"Students are always enthusiastic in learning, students become more active in learning" (P4)

The problems in teaching and learning activities in the learning advertising texts above require appropriate solutions. Creative and innovative learning media are needed to support the learning process. In teaching and learning activities, interesting media is needed so that students remain interested and do not get bored easily. The role of innovative teachers is very necessary as facilitators to be able to help students develop their abilities to gain new knowledge and experiences during the learning process. In this case, learning that is designed in an interesting way will create effective learning. In this research, researchers used the Canva application by utilizing several interesting features that can be used in English material, including advertising text, slogans and posters.

Expect (2) What are the benefits of learning using Canva media?

"Creating interesting learning materials (teaching materials) so as to encourage better learning outcomes" (P1)

"Exploring the creativity of Educators and Students in the teaching and learning process" (P2)

"Providing innovation in learning to make it more interesting so that students are more active" (P3)

"Makes visual learning and communication easy and fun" (P4)

The benefits of learning using Canva media are creating interesting learning materials (teaching materials) that encourage better learning outcomes, exploring the creativity of educators and students in the teaching and learning process, providing innovation in learning to make it more interesting so that students are more active, creating learning. visuals and communication become easy and fun.

Expect (3) What is prepared for learning using the Canva application media and how do you use it?

"The thing that must be prepared is of course the internet or data network and creating an account, an overview of the Canva application is as follows: 1.) Appearance, 2.) Design, 3.) Icons and shapes, 4.) Photos, 5.) Type of letter"(P1)

"Preparing a cellphone or laptop as well as an internet network, in its use, learning themes for text, slogans and advertising posters using the Canva application can be used by teachers as a presentation medium to students and can also display examples of interesting texts, slogans and advertising posters. The designs in the Canva application make it easier for users to create work according to their needs because it has many

attractive and free design choices. The placement of icons in the design can also be adjusted according to the user's taste or wishes" (P2)

"Prepare all the necessities, namely internet network and cellphone, how to use it, start by logging into your account. Click the "Create Design" option. Choose a template according to your preferences. Insert an image or photo. Add text as needed. Use effects or filters and customize the appearance. Save or share your design results" (P3)

"Internet network, then log in, if we want to create teaching materials on Canva from the homepage we select templates then in the side panel select education, select teaching materials and select use teaching materials" (P4)

In its use, the learning theme of text, slogans and advertising posters using the Canva application can be used by teachers as a presentation medium to students and can also display examples of interesting text, slogans and advertising posters. The designs in the Canva application make it easier for users to create work according to their needs because it has many attractive and free design choices. The placement of icons in the design can also be adjusted according to the user's taste or wishes. An overview of the Canva application is as follows: 1.) Appearance: when you open the Canva application or website you can see many choices of forms to be used such as presentations, social media, infographics, posters, resumes, offices, creating a CV, and many more. 2.) Design: if you choose one form to use, for example: presentation, in presentation design there are still various other options such as creative presentations, business presentations, speaking presentations and many more. There's even one for studying. 3.) Icons and shapes: when a user is creating or editing a design, there are many icon options that can be adjusted to suit the needs they want to create. For example: squares, circles, and others. 4.) Photos: a large selection of free photos are provided in the Canva application to add to the design to make it more attractive and convey information. 5.) Types of letters: the Canva application has many types of letters that can be tailored to user needs, ranging from informal, formal, and others.

In its use, teachers can use the "Presentation" template to create presentation media for delivering material. Templates can be searched easily because various options have appeared in the main view of the Canva application. Furthermore, if the teacher wants to make examples, they can use the "Resume" template to make examples of attractive advertising texts, slogans and posters. Finally, if the teacher wants to create exercises or assignments that look interesting or not monotonous, they can also use the templates in the Canva application.

The use of the Canva application in learning advertising texts, slogans and posters used in class X SMA Muhammadiyah Makassar is by choosing a "marketing" template, then choosing a brochure or poster. After that, the teacher can choose the design that will be used to create advertising text, slogans or posters. In the core activity, the teacher will provide an explanation of each advertising text structure and its linguistic elements by taking examples of advertising texts that have been created using the Canva application. Apart from explaining the advertising text, the teacher will also provide information regarding each feature in the Canva application and how to use it. During the lesson, the teacher will immediately show the appearance of the Canva application along with examples of advertising designs created using the application. After that, students will be asked to try using the application features on their device. Apart from that, the teacher will also give students the opportunity to ask questions about the structure and linguistic elements of advertising as well as obstacles that arise when using the Canva application.

The designs contained in the Canva application have many variations according to user needs and tastes. Apart from that, the advantage of the Canva application is that it provides interesting designs for free, although there are some designs that are paid. Not only teachers, students can also use the Canva application to make advertising text assignments, slogans or posters to make them more interesting. The advantage of using the Canva application for learning is that apart from gaining knowledge, students also learn to be skilled, creative and innovative in developing a lesson or the material being taught. The assessment of students' results in working on advertising texts consists of two aspects, namely the structure of the advertisement and its linguistic elements. Ad structure will be assessed through three parts: orientation, ad content, and justification, with a focus on suitability, relevance, and uniqueness. Meanwhile, the linguistic aspect in advertising is assessed through the uniqueness of the use of language in promoting the advertised product or service as well as the clarity of each language element contained in the advertisement. Apart from that, the linguistic aspect also emphasizes advertising language that uses literary elements such as rhymes, proverbs, poetry, and others to maintain literary values among students and the community.

Expect (4) What is the function of using the Canva application?

"Stimulation increases interest or builds a sense of interest in the lesson" (P1)

"A desire arises to understand and deepen the lesson" (P2)

"As a mediator or liaison between teachers and students" (P3)

"Can make it easier for teachers to display material during the learning process" (P4)

If the function is adapted to the learning material, it will be enough to help teachers achieve learning success. The next stage is the application of the Canva application in learning English advertising texts in class X. At this stage the teacher will provide an explanation of each advertising text's structure and linguistic elements by taking examples of advertising texts created using the Canva application. Apart from explaining the advertising text, the teacher will also provide information regarding each feature in the Canva application and how to use it.

Discussion

In this section, researchers will discuss the use of findings with related theories that are relevant to Canva media in English language learning. This is intended to support research findings. Canva provides well-designed ad design templates, including text that is well formatted according to grammatical rules. By using this template, users can learn from linguistically correct text examples. The assessment of linguistic elements is obtained by paying attention to the completeness of the linguistic elements required in advertising promotions, the use of unique language, and the use of language that has literary elements. These factors give advertising a unique appeal and increase interest in the advertised product (Amrina et al., 2022; Tanjung & Faiza, 2019; Titiyanti et al., 2022).

Based on the data presented, it shows that students are able to use various features in the Canva application, such as text, templates, elements, gallery features, etc. The scores obtained come from advertising texts created by students. This proves that teaching the use of the Canva application in compiling advertising text cannot be considered an absolute success in motivating students (Lastari & Silvana, 2020; Nurviyani et al., 2020). Therefore, using the Canva application really helps students in the process of learning advertising texts. The product test data above also shows that the features in the Canva application really help students in designing advertisements.

This research shows that using Canva as a learning medium can help students understand the material presented. Previous research states that Canva offers various features and templates that can clarify and present information in an interesting way, making it easier for students to understand English concepts

(Monoarfa & Haling, 2021). Students can easily understand advertising text in learning materials after using Canva. Using Canva as a learning medium also increases student involvement in the learning process. The interactive features on Canva motivate students to actively participate in learning and create interesting work. This increases students' interest and motivation towards learning English. Another study states that Canva allows users to create interesting and creative visualizations (Christiana & Anwar, 2021). In English learning, the use of visual elements such as pictures, diagrams and infographics helps students understand and remember information better. With Canva, students can combine text, images, and other design elements to create more visually appealing learning materials.

The implication of this research is that by using Canva, students can develop their graphic design skills and creativity when creating creative text advertisements. As a result, they may be more engaged in learning and produce more visually appealing work. Using the Canva app in an educational context can help convey information in a more interesting and easy to understand way. This can increase students' absorption of advertising material and strengthen their understanding. Research results may not be fully applicable in general, especially if the research is conducted in a limited educational environment or on certain groups of students. The results need to be confirmed through further research with larger and more representative samples.

CONCLUSION

Based on the results and explanation above, researchers can conclude that the Canva application can help in the world of education, especially in the English learning process. Canva learning media helps make it easier for students to understand material delivered through technology. The Canva application attracts students' attention and interest in learning because its features are not boring. To find out other benefits of using the Canva application in learning English, further research is needed to support the achievement of using English learning media.

REFERENCES

- Amrina, A., Mudinillah, A., Hikmah, D., & Hamid, M. (2022). The Utilization of the Canva Application as A Media for Arabic Learning at MTs Negeri Sungai Jambu. *Acitya: Journal of Teaching and Education*, 4(2), 406–422. <https://doi.org/10.30650/ajte.v4i2.3192>
- Anang, N. (2020). Pengaruh Penggunaan Media Pembelajaran Berbasis Power Point dengan Video dan Animasi terhadap Motivasi Belajar dan Prestasi Belajar pada Materi Perawatan Unit Kopling Siswa Kelas 2 Jurusan Teknik Kendaraan Ringan SMK Piri 1 Yogyakarta (Doctoral dissertation, Doctoral dissertation, UNY).
- Arianti, A. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *DIDAKTIKA : Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>.
- Azhar Arsyad. (2019). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Basaran, B. Ç. (2019). Attitudes of EFL Teachers and Learners towards CALL in Turkey. *International Conference "ICT for Language Learning,"* 1–6. [https://books.google.com/books?hl=id&lr=&id=1gZZBAAAQBAJ&oi=fnd&pg=PA143&dq=Başaran,+B.+Ç.+\(2019\).+Attitudes+of+EFL+Teachers+and+Learners+towards+CALL+in+Turkey.+International+Conference+"ICT+for+Language+Learning,"+1–6.&ots=POyNr2FXlA&sig=4yVK3uSDIR6C_eb](https://books.google.com/books?hl=id&lr=&id=1gZZBAAAQBAJ&oi=fnd&pg=PA143&dq=Başaran,+B.+Ç.+(2019).+Attitudes+of+EFL+Teachers+and+Learners+towards+CALL+in+Turkey.+International+Conference+).
- Blumberg, F. C., & Fisch, S. M. (2019). Introduction: Digital games as a context for cognitive development, learning, and developmental research. *New Directions for Child and Adolescent Development*, 139, 1–9. <https://doi.org/10.1002/cad.20026>.
- Buchori, A., & Setyawati, R. D. (2020). Development Learning Model Of Character Education Through e-Comic In Elementary School. *International Journal of Education and Research*, 3(9), 369–386. <http://ijern.com/journal/2020/September-2020/30.pdf>.
- Cahyadi, M. P. (2019). Pengembangan Media dan Sumber Belajar. Serang. Laksita Indonesia
- Christiana, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 62. <https://doi.org/10.30587/jetlal.v5i1.2253>.
- Dewi, D. A., & Ulfiah, Z. (2021). Peranan Pendidikan Kewarganegaraan Terhadap Pembangunan Karakter Bangsa. *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 1(1), 95–100. <https://doi.org/10.51878/learning.v1i1.205>.
- Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2020). The use of "Canva for Education" and the students' perceptions of its effectiveness in the writing procedure text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(1), 6368–6377. <https://doi.org/https://doi.org/10.33258/birci.v5i1.4359> 6368.

- Hamalik, O. (2019). *Kurikulum dan Pembelajaran*. Bumi Aksara.
- Hapsari, G. P. P., & Zulherman, Z. (2021). Pengembangan media video animasi berbasis aplikasi canva untuk meningkatkan motivasi dan prestasi belajar siswa. *Jurnal Basicedu*, 5(4), 2384–2394. <https://doi.org/10.31004/basicedu.v5i4.1237>.
- Huerta, M., Goodson, P., Beigi, M., & Chlup, D. (2018). Graduate Students as Academic Writers: Writing Anxiety, Self-Efficacy, and Emotional Intelligence. *Tourism Recreation Research*, 36(4), 19. <https://doi.org/10.1080/07294360.2020.1238881>.
- Junaedi, S. (2021). Aplikasi canva sebagai media pembelajaran daring untuk meningkatkan kemampuan kreatifitas mahasiswa pada mata kuliah English for information communication and technology. *Bangun Rekaprima: Majalah Ilmiah Pengembangan Rekayasa, Sosial Dan Humaniora*, 7(2), 80–89. https://jurnal.polines.ac.id/index.php/bangun_rekaprima/article/view/3000.
- Kurniawan Danang Brian. (2023). Pemanfaatan Canva Sebagai Media Pembelajaran Interaktif dalam Meningkatkan Pemahaman Peserta Didik SD Negeri Sudimara pada Mata Pelajaran Bahasa Inggris. *Journal Ummat*. <https://journal.ummat.ac.id/journals/6/articles/16601/supp/16601-54057-1-SP.docx>
- Lastari, D. S., & Silvana, R. (2020). the Effects of Summarizing Using Infographics on Efl Learners' Reading Comprehension. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 9(2), 128. <https://doi.org/10.31000/globish.v9i2.2707>.
- Lestari, S., & Fathiyah, K. N. (2023). Analisis Pembelajaran dalam Meningkatkan Kemandirian pada Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 398–405. <https://doi.org/10.31004/obsesi.v7i1.3693>.
- Monoarfa, M., & Haling, A. (2021). Pengembangan Media Pembelajaran Canva dalam Meningkatkan Kompetensi Guru. *Seminar Nasional Hasil Pengabdian*, 1085–1092. <https://ojs.unm.ac.id/semnaslpm/article/download/26259/13283>.
- Muhlisin, C., & Aeni, E. S. (2019). Efektivitas Pembelajaran Menulis Teks Iklan dengan Menggunakan Metode Active Learning pada Siswa MTs. *Parole Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(6), 889–896. <https://doi.org/10.22460/p.v2i6p%25p.3215>.
- Normina, N. (2017). Pendidikan dalam Kebudayaan. *Ittihad Jurnal Kopertais Wilayah XI Kalimantan*, 15(28), 17–28. <https://doi.org/10.18592/ittihad.v15i28.1930>.
- Nurviyani, V., Suherdi, D., & Lukmana, I. (2020). Developing Students' Reading Skill Through Making Multimodal Inferences. *English Review: Journal of English Education*, 8(2), 11. <https://doi.org/10.25134/erjee.v8i2.2998>.
- Papadakis, S., Vaiopoulou, J., Kalogiannakis, M., & Stamovlasis, D. (2020). Developing and Exploring an Evaluation Tool for Educational Apps (ETEA) Targeting Kindergarten Chil-dren. *Sustainability*, 12(10), 4201. <https://doi.org/10.3390/su12104201>.

- Pelangi, G. (2020). Pemanfaatan aplikasi Canva sebagai media pembelajaran bahasa dan sastra Indonesia jenjang SMA/MA. *Jurnal Sasindo Unpam*, 8(2), 79–96. <https://doi.org/10.32493/sasindo.v8i2.79-96>.
- Purba, Y. A., & Harahap, A. (2022). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Matematika Di SMPN 1 NA IX-X Aek Kota Batu. 06(02), 1325–1334. <https://doi.org/10.31004/cendekia.v6i2.1335>.
- Rahmatullah, I. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha*, 319. <https://doi.org/10.23887/jjpe.v12i2.30179>.
- Ratminingsih, N. M. (2020). Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi Di Kelas Lima Sekolah Dasar. *JPI (Jurnal Pendidikan Indonesia)*, 5(1), 27. <https://doi.org/10.23887/jpi-undiksha.v5i1.8292>.
- Santiana, S., Silvani, D., & Ruslan, R. (2021). Optimizing LMS CANVAS for interactive online learning perceived by the students. *Journal of English Education and Teaching*, 5(4), 529–543. <https://doi.org/10.33369/jeet.5.4.529-543>.
- Sapriyah. (2019). Pembelajaran Dalam Proses Belajar Mengajar. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 470–477. <http://jurnal.untirta.ac.id/index.php/psnp/article/view/5798>.
- Satrianawati, M. P. (2018). *Media Dan Sumber Belajar*. Yogyakarta: CV. Budi Utama.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Supradaka. (2022). Pemanfaatan Canva Sebagai Media Perancangan Grafis. *Jurnal Ikraith-Teknologi*, 6(74), 62–68. <https://journals.upi-yai.ac.id/index.php/ikraith-teknologi/article/download/1665/1370>.
- Supriatna, A. R. (2019). Meningkatkan Kualitas Pembelajaran Melalui Active Learning In High Education (ALIHE) Pada Mata Kuliah Pendidikan IPA SD Di Jurusan PGSD FIP UNJ. *Perspektif Ilmu Pendidikan*, 27(1), 15–21. <https://doi.org/10.21009/PIP.271.3>.
- Tanjung, R. E., & Faiza, D. (2019). Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 7(2), 79. <https://doi.org/10.24036/voteteknika.v7i2.104261>.
- Titiyanti, Y., Anam, S., & Retnaningdyah, P. (2022). Implementing Canva In The Digital Learning Process For Junior High School. *Jurnal Education And Development*, 10(3), 708–712. <http://journal.ipts.ac.id/index.php/ED/article/view/4346>.
- Utami, Y., & Djamdjuri, D. S. (2021). Students' Motivation in Writing Class Using of Canva: Students' Perception. *English Journal*, 15(2), 83. <https://doi.org/10.32832/english.v15i2.5536>.
- Wahyuni, T., Darsinah, D., & Wafroturrahmah, W. (2023). Inovasi Pembelajaran Dalam Kurikulum Merdeka Dimensi Kreatif. *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo*, 4(1), 79–86. <http://journal.uinsi.ac.id/index.php/JTIKBorneo/article/view/6652>.

- Wardani, N. E., Suwandi, S., Setiyoningsih, T., Ulya, C., & Zuliyanto, S. (2022). Indonesian Language And Literature Learning Implementation In The State Junior High Schools In Surakarta During The Covid-19 Pandemic. *Retorika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 15(1). <https://doi.org/10.26858/retorika.v15i1.22063>.
- Yundayani, A., Susilawati, & Chairunnisa. (2019). Investigating the effect of Canva on students' writing skills. *Journal of English Education*, 7(2), 169–176. <https://doi.org/10.25134/erjee.v7i2.1800>.
- Zettira, S. B. Z., Febrianti, N. A., Anggraini, Z. A., Prasetyo, M. A. W., & Tripustikasari, E. (2022). Pelatihan Aplikasi Canva untuk Meningkatkan Kreativitas Desain Promosi Usaha Mikro Kecil dan Menengah. *Jurnal Abdimas Prakasa Dakara*, 2(2), 99–105. <https://doi.org/10.37640/japd.v2i2.1524>.