

Pre-service Teachers' Perceptions of Canva's Effectiveness in Supporting Different Learning Styles in English Language Teaching

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ABSTRACT

This study examines pre-service teachers' perceptions of Canva's effectiveness in supporting different learning styles in English Language Teaching (ELT). It explores how Canva facilitates visual, auditory, and kinesthetic approaches, as well as the challenges faced in developing instructional materials. Using a quantitative descriptive design, the study involved 60 pre-service English teachers from State University of Malang and Brawijaya University who had prior experience using Canva. Data were collected through a structured Likert-scale questionnaire distributed via Google Forms and analyzed using descriptive statistics such as mean and standard deviation with IBM SPSS Statistics 25. Findings indicate that Canva is highly effective in supporting especially visual and kinesthetic learning, as shown by very high mean scores. Despite some challenges in its use for instructional material development, Canva positively contributes to teaching presence, cognitive presence, and social presence in the classroom. The study concludes that Canva is a useful platform for creating instructional materials that accommodate diverse learning styles in English language teaching.

Informasi Artikel

Kata Kunci:

Gaya belajar; Persepsi calon guru; Canva; ELT; Media pembelajaran digital.

ABSTRAK

Penelitian ini mengkaji persepsi calon guru mengenai efektivitas Canva dalam mendukung berbagai gaya belajar dalam Pengajaran Bahasa Inggris (ELT). Penelitian ini mengeksplorasi bagaimana Canva memfasilitasi pendekatan visual, auditori, dan kinestetik, serta tantangan yang dihadapi dalam mengembangkan bahan ajar. Dengan menggunakan desain deskriptif kuantitatif, penelitian ini melibatkan 60 calon guru bahasa Inggris dari Universitas Negeri Malang dan Universitas Brawijaya yang telah memiliki pengalaman menggunakan Canva sebelumnya. Data dikumpulkan melalui kuesioner berskala Likert terstruktur yang didistribusikan melalui Google Forms dan dianalisis menggunakan statistik deskriptif seperti rata-rata dan simpangan baku dengan IBM SPSS Statistics 25. Temuan menunjukkan bahwa Canva sangat efektif dalam mendukung pembelajaran visual dan kinestetik, sebagaimana ditunjukkan oleh skor rata-rata yang sangat tinggi. Meskipun terdapat beberapa tantangan dalam penggunaannya untuk pengembangan bahan ajar, Canva memberikan kontribusi positif terhadap kehadiran pengajaran, kehadiran kognitif, dan kehadiran sosial di dalam kelas. Studi ini menyimpulkan bahwa Canva merupakan platform yang berguna untuk menciptakan bahan ajar yang mengakomodasi gaya belajar yang beragam dalam pengajaran bahasa Inggris.

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1. Introduction

Designing instructional materials that accommodate diverse learning styles has become a critical concern in English Language Teaching (ELT), particularly in the context of increasing digitalization in education. Teachers are expected to create engaging, interactive, and inclusive learning environments that address students' varied learning preferences. The integration of digital tools enables the development of multimodal instructional materials that combine visual, auditory, and interactive elements to enhance learning experiences. Among these tools, Canva has gained significant attention due to its accessibility and user-friendly interface, allowing educators especially pre-service teachers to design visually appealing instructional materials efficiently.

Understanding learners' differences is essential in designing effective instructional materials. The VAK model proposed by Fleming and Mills (1992) categorizes learners into visual, auditory, and kinesthetic types, each requiring different approaches to learning. Visual learners benefit from images and spatial organization, auditory learners from verbal input, and kinesthetic learners from active, hands-on engagement. These differences highlight the importance of multimodal instructional design. This perspective is supported by Mayer's (2001) Multimedia Learning Theory, which suggests that learning is more effective when verbal and visual information are presented simultaneously and coherently. In addition, Instructional Design Theory (Gagné, Briggs, & Wager, 1985) emphasizes the alignment between learning objectives, instructional strategies, and media selection, while the Community of Inquiry (CoI) framework (Garrison, Anderson, & Archer, 2000) highlights the importance of teaching presence, cognitive presence, and social presence in creating meaningful learning experiences. From a technology adoption perspective, the Technology Acceptance Model (Davis, 1989) further explains how perceived usefulness influences users' acceptance of digital tools in educational contexts.

Previous studies have demonstrated the potential of Canva in supporting English language learning. Research has shown that Canva can improve students' vocabulary mastery, increase motivation, enhance engagement, and support collaborative learning (Febriyanti & Haryanto, 2023; Wachyu, 2022; Nabilah, 2021; Putri et al., 2023; Habibah, 2025). Other studies also indicate that Canva helps present learning materials in visually appealing formats such as infographics, presentations, and videos, which can facilitate students' understanding and participation (Astuti et al., 2024; Delfiana et al., 2023; Efendi et al., 2023). Furthermore, Canva has been used to support various language skills, including vocabulary and writing, by enabling learners to organize ideas visually and engage more actively in learning tasks (Rena Eka et al., 2023; Aviani & Taufiq, 2025). These findings suggest that Canva has strong potential as a

digital instructional tool in ELT contexts.

However, despite the growing body of research on Canva in education, several limitations remain. Most previous studies primarily focus on students' learning outcomes or the perspectives of in-service teachers, while limited attention has been given to pre-service teachers as future educators. In addition, existing studies tend to examine Canva from a single perspective, such as engagement or motivation, without integrating learning styles theory, multimedia learning principles, and instructional design frameworks into a unified analysis. As a result, it remains unclear how pre-service teachers conceptualize Canva as a pedagogical tool for accommodating diverse learning styles in English language teaching.

This study addresses these gaps by providing an integrated analysis of Canva through multiple theoretical perspectives. Unlike previous studies, this research simultaneously examines learning styles (VAK), multimedia learning theory, instructional design principles, and the Community of Inquiry framework to evaluate Canva's pedagogical potential. Therefore, the novelty of this study lies in its comprehensive and theory-driven approach in analyzing pre-service teachers' perceptions of Canva as a multimodal instructional design tool in ELT.

Based on this rationale, this study aims to explore how pre-service teachers perceive the effectiveness of Canva in supporting visual, auditory, and kinesthetic learning styles in English language teaching, as well as to identify the challenges they encounter when using Canva to design instructional materials that accommodate diverse learning preferences.

2. Method

This study employed a quantitative descriptive research design using a survey method to investigate pre-service teachers' perceptions of Canva's effectiveness in supporting visual, auditory, and kinesthetic learning styles in English Language Teaching (ELT). A quantitative approach was selected because it allows perceptions to be measured systematically and analyzed using statistical procedures. The descriptive survey design is appropriate for identifying patterns and general tendencies in respondents' perceptions without examining causal relationships.

The participants of this study were 60 pre-service English teachers enrolled in teacher education programs at State University of Malang and Brawijaya University. This study used purposive sampling, a non-probability sampling technique in which participants are selected based on specific criteria relevant to the research objectives. The criteria for participation included being an active pre-service English teacher, having prior experience using Canva in academic or teaching-related contexts, and having completed a teaching practicum at school. This sampling technique ensured that respondents possessed sufficient familiarity with Canva to provide informed and meaningful responses. Participation was voluntary and

anonymous, and informed consent was obtained prior to data collection.

Data were collected through a structured Likert-scale questionnaire designed to measure several aspects related to the use of Canva in English language teaching. The questionnaire examined pre-service teachers' perceptions of Canva's effectiveness in supporting visual, auditory, and kinesthetic learning styles, which served as the main focus of the study. In addition, the questionnaire also explored aspects of the learning environment based on the Community of Inquiry (CoI) framework, including teaching presence, cognitive presence, and social presence, to provide a broader understanding of how Canva supports pedagogical interaction. Furthermore, the questionnaire included items that investigated challenges faced by pre-service teachers when designing instructional materials using Canva. The questionnaire was validated through expert judgment before data collection to ensure its content validity, clarity, and relevance to the research objectives. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The questionnaire was distributed online through Google Forms to facilitate efficient data collection. The questionnaire was opened for respondents for a week to fill. Responses were automatically recorded and organized through Google Spreadsheet for analysis. After that, the collected data were analyzed using descriptive statistical techniques through IBM SPSS Statistic 25, including mean scores and standard deviations. The analysis primarily focused on perceptions related to the three learning style dimensions and reported challenges, while CoI-related responses were used to support the interpretation of findings within a broader instructional framework. To facilitate interpretation, the mean scores were categorized into five levels: very low, low, moderate, high, and very high. The categorization was based on the five-point Likert scale used in the questionnaire. The interval range for each category was calculated using the following formula.

$$\begin{aligned} \text{Interval} &= \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Categories}} \\ &= \frac{5 - 1}{5} = 0.80 \end{aligned}$$

Figure 1 The formula for calculating the interval range

Based on this calculation, the mean score intervals were divided into five categories with a range of 0.80 for each level. The interpretation of mean scores used in this study is presented in Table 1.

Mean Interval	Category
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate

3.41 – 4.20	High
4.21 – 5.00	Very High

3. Results and Discussion

3.1 Results

Before examining respondents' perceptions of Canva's effectiveness, it is important to describe their experience in using the platform. The results show that the majority of respondents were already familiar with Canva. As shown in Figure 1, 93.3% of the respondents reported having used Canva for more than one year, while 5.0% had used Canva for approximately 6–12 months, and only 1.7% had less than six months of experience using the platform. This indicates that most participants had substantial experience using Canva in academic or instructional contexts. Therefore, their responses are considered reliable in reflecting pre-service teachers' perceptions of Canva's effectiveness in supporting different learning styles in English language teaching.

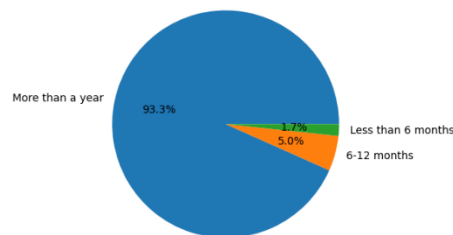


Figure 2 Participants' Experience in Using Canva

3.1.1 Perceptions of Canva's Effectiveness on Learning Styles

Visual Learning Style

To explore pre-service teachers' perceptions of Canva in supporting visual learning styles, several questionnaire items were analyzed. These items focus on the use of Canva's visual elements such as templates, images, colors, and layouts in designing English learning materials. The results of this analysis are presented in Table 2.

Table 2 Visual Learning Style

Item	Mean	Std. Deviation
Canva helps me design engaging learning materials for visual learners.	4.8000	.40338
Canva helps me design English learning materials using visual elements such as templates, images, colors, and layouts that are suitable for visual learners.	4.6167	.49030
The templates and visual elements in Canva support the clear delivery of English concepts.	4.3667	.71228

Using Canva makes English learning materials easier to understand for students with visual learning styles.	4.5833	.56122
Canva helps me to present English material visually (for example, through images, icons, colors, and layouts).	4.7833	.41545

Table 2 presents pre-service teachers' perceptions of Canva in supporting visual learning styles. The mean scores range from 4.36 to 4.80, indicating a very high level of agreement. The highest mean score (M = 4.80) shows that respondents strongly perceive Canva as effective for presenting English materials visually through images, icons, colors, and layouts. Meanwhile, the lowest mean score (M = 4.36) still reflects a very high perception regarding the clarity of English concept delivery through Canva's visual elements. These findings suggest that Canva is highly perceived as an effective tool for supporting visual learning in English language teaching.

Auditory Learning Style

In addition to visual features, this study also examines how Canva supports auditory learning styles in English language teaching. The questionnaire items measure respondents' perceptions of Canva's audio-related features, such as voice-over recordings, AI-generated voice, and video narration. The descriptive statistical results are presented in Table 3.

Tabel 3 Auditory Learning Style

Item	Mean	Std. Deviation
Canva supports the integration of audio elements (such as voice-overs, videos, or voice recordings) in English language learning.	4.1833	.77002
The AI voice (text-to-speech) feature in Canva helps me create automatic spoken explanations for English learning videos or presentations.	3.7333	.93640
The voice-over recording feature in Canva helps me add my own spoken explanation to English learning videos or presentations.	3.8333	.86684
Creating Canva videos with AI-generated voice or recorded narration helps me provide clear pronunciation and listening input for students.	3.6500	.93564
The availability of AI voice and voice narration in Canva helps me design learning materials that specifically support students'	3.6667	.93277

listening practice and auditory learning.

Table 3 presents respondents' perceptions of Canva's effectiveness in supporting auditory learning styles. The mean scores range from 3.65 to 4.18, indicating moderate to high perceptions. The highest mean score (M = 4.18) indicates that respondents recognize Canva's ability to integrate audio elements such as voice-overs, videos, and voice recordings into English learning materials. In contrast, the lowest mean score (M = 3.65) relates to the perception that Canva's audio features support listening practice. These results suggest that while Canva offers audio-related features, they are perceived as less prominent compared to its visual capabilities.

Kinesthetic Learning Style

This study also investigates pre-service teachers' perceptions of Canva in supporting kinesthetic learning styles. The questionnaire items focus on how Canva facilitates active learning through project-based activities, collaborative tasks, and student participation in creating learning materials. The results of this analysis are presented in Table 4.

Tabel 4 Kinesthetic Learning Style

Item	Mean	Std. Deviation
Canva allows me to design learning materials that encourage learning activities such as interactive assignments.	4.3833	.69115
Canva helps me link English materials to practical activities or project-based assignments (hyperlink).	4.5000	.59660
Canva supports learning activities that involve students' active participation rather than passive viewing of materials.	4.3333	.65527
Canva allows me to design English learning materials that involve students in creating learning content, such as designing posters, presentations, or projects.	4.5500	.50169
Sharing editable Canva templates allows students to actively modify and explore learning materials independently.	4.4500	.72311

Table 4 shows respondents' perceptions of Canva in supporting kinesthetic learning styles. The mean scores range from 4.33 to 4.55, indicating very high perceptions. The highest mean score (M = 4.55) shows that respondents strongly agree that Canva allows students to participate in creating learning

content, such as posters, presentations, or project-based outputs. Meanwhile, the lowest mean score (M = 4.33) relates to Canva's support for learning activities involving active student participation. Overall, these findings indicate that Canva is perceived as capable of supporting kinesthetic learning through interactive and project-based activities for students.

3.1.2 Canva in the Learning Environment

Teaching Presence

To understand how Canva contributes to the learning environment, this study examines the dimension of teaching presence within the Community of Inquiry (CoI) framework. The questionnaire items measure respondents' perceptions of how Canva helps teachers design structured learning materials, provide clear explanations, and facilitate instructional activities. The results are presented in Table 5.

Table 5 Teaching Presence

Item	Mean	Std. Deviation
Canva helps me design English learning materials in a structured and systematic way.	4.4500	.69927
Canva allows me to monitor students' work and provide feedback on English learning tasks through shared and collaborative materials.	3.9833	.77002
Canva helps me provide clear instructions and guidance for English learning tasks through visual explanations and examples.	4.4833	.56723

Table 5 presents respondents' perceptions of Canva in supporting teaching presence. The mean scores range from 3.98 to 4.48, indicating high perceptions. The highest mean score (M = 4.48) suggests that Canva helps teachers provide clear instructions and explanations through visual examples. Meanwhile, the lowest mean score (M = 3.98) relates to monitoring students' work and providing feedback through shared materials. These results indicate that Canva is perceived as helpful for instructional design, although its role in monitoring and feedback may be more limited.

Cognitive Presence

Another dimension examined in this study is cognitive presence, which refers to learners' ability to construct meaning through reflection and understanding. The questionnaire items assess how Canva-based materials encourage deeper thinking, analysis, and application of English learning content. The descriptive statistical results are presented in Table 6.

Table 6 Cognitive Presence

Item	Mean	Std.
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	Mean	Deviation
Canva-based materials encourage students to understand, analyze, and process English material more deeply.	4.2500	.83615
Canva helps me present material that stimulates students' critical thinking in English learning.	4.2333	.67313
Canva-based materials encourage students to reflect on and apply English learning content in meaningful tasks or activities.	4.4000	.61617

Table 6 presents respondents' perceptions related to cognitive presence. The mean scores range from 4.23 to 4.40, indicating high to very high perceptions. The highest mean score (M = 4.40) indicates that Canva-based materials encourage students to reflect on and apply English learning content in meaningful tasks. Meanwhile, the lowest mean score (M = 4.23) relates to encouraging deeper processing of learning materials. These findings suggest that Canva can support students' cognitive engagement by facilitating reflective and meaningful learning activities.

Social Presence

This study also explores respondents' perceptions of social presence in the use of Canva for English language learning. The questionnaire items focus on how Canva-based learning materials support interaction, communication, and creative expression among students. The results of this analysis are presented in Table 7.

Table 7 Social Presence

Item	Mean	Std. Deviation
Learning materials created with Canva support student interaction and engagement in English classes.	4.4000	.64309
The use of Canva makes English learning more interesting and communicative for students.	4.5833	.49717
Using Canva allows students to express their ideas and creativity in English learning activities, which helps build a sense of social presence.	4.4667	.53573

Table 7 presents respondents' perceptions of Canva in supporting social presence. The mean scores range from 4.40 to 4.58, indicating very high perceptions. The highest mean score (M = 4.58) shows that respondents strongly agree that Canva makes English learning more interesting and communicative. Meanwhile, the lowest mean score (M = 4.40) relates to

supporting student interaction and engagement in English classes. Overall, these results suggest that Canva can contribute to a more interactive and collaborative learning environment.

3.1.3 Challenges Using Canva

In addition to examining the effectiveness of Canva, this study also investigates the challenges faced by pre-service teachers when using the platform to design English learning materials. The questionnaire items assess various potential difficulties related to design skills, feature limitations, and technological constraints. The results are presented in Table 8.

Tabel 8 Challenges Using Canva

Item	Mean	Std. Deviation
I have difficulty designing Canva materials that can accommodate all learning styles in a balanced approach.	2.9833	1.18596
Canva's limited features make it difficult for me to adjust materials to specific learning styles.	2.9333	1.13297
It takes me a long time to design Canva materials that suit the needs of various learning styles.	3.4000	1.23782
I feel that I need additional training to improve my design skills in using Canva to accommodate different learning styles in English language learning.	3.6167	1.15115
Determining the appropriate Canva design for English learning objectives remains a challenge for me.	3.3000	1.15421
Limited access to free features, templates, and assets makes it difficult for me to maximize my use of Canva in English language learning.	3.7333	1.35129
Limited internet access can be a challenge when using Canva to design or implement English learning materials.	3.9500	1.17061

Table 8 presents respondents' perceptions of challenges in using Canva for English learning materials. The mean scores range from 2.93 to 3.95, indicating moderate challenges overall. The highest mean score ($M = 3.95$) indicates that limited internet access remains a significant challenge when using Canva. Meanwhile, the lowest mean score ($M = 2.93$) suggests that respondents generally do not perceive Canva's features as a major limitation in accommodating different learning styles. These findings indicate that the challenges associated with

Canva are mostly related to external factors rather than the platform itself.

3.2 Discussion

The findings of this study indicate that Canva is viewed as an effective tool for supporting various learning styles in English language instruction, particularly visual and kinesthetic learning. This suggests that Canva's design-oriented features play a crucial role in helping prospective teachers create instructional materials that align with students' preferences. The strong emphasis on visual learning suggests that students derive significant benefits from visual representations, such as images, colors, and layouts, which enhance clarity and engagement in language learning. These findings can be explained through Multimedia Learning Theory, which states that students comprehend information more effectively when visual and verbal elements are integrated. In line with this, previous research has also reported that Canva provides visually engaging learning media that can increase student engagement and facilitate the teaching-learning process in English language classrooms (Wijayanti, 2022).

In addition to visual learning, Canva is also considered effective in supporting kinesthetic learning. These findings indicate that Canva is not merely a tool for presenting content, but also a platform that facilitates active learning through project-based and participatory activities. By allowing students to create their own learning materials, Canva supports experience-based learning and encourages deeper engagement with the learning material. This aligns with the principles of constructivist learning, in which learners actively construct knowledge through experience. Furthermore, these results are consistent with previous research showing that Canva can enhance students' creativity and participation in English language learning (Firdayanti et al., 2024).

However, the findings suggest that Canva's effectiveness in supporting auditory learning is relatively limited compared to its strengths in visual and kinesthetic aspects. This indicates that although Canva provides audio-related features, such as voiceovers and video narration, these features may not be utilized optimally by users. From a pedagogical perspective, this points to a potential imbalance in the implementation of multimodal learning, where visual elements are prioritized over auditory input. According to Multimedia Learning Theory, effective learning occurs when visual and auditory channels are utilized in a balanced manner. Therefore, the limited use of audio features may reduce Canva's potential in supporting learners who rely on auditory processing.

Furthermore, the findings indicate that Canva contributes to the development of teacher presence, cognitive presence, and social presence in the learning environment. This suggests that Canva can support not only instructional design but also meaningful interactions and knowledge construction in English language instruction. Within the Community of Inquiry

framework, teaching presence is reflected in the design of structured instructional materials, cognitive presence in students' ability to engage in reflective and meaningful learning, and social presence in interactions and communication facilitated through collaborative activities. These findings align with previous research highlighting Canva's role in enhancing student interaction and collaborative learning in English language classrooms (Wijayanti, 2022).

Despite these benefits, this study also identified several challenges in using Canva for educational purposes. These findings suggest that external factors, particularly limited internet access and the restricted availability of premium features, can hinder the effective use of this platform. This indicates that the success of digital tools in education is determined not only by their features but also by technological infrastructure and accessibility. Similar challenges have been reported in previous studies, which emphasize that while Canva is user-friendly and visually appealing, its implementation may be limited by technical constraints (Wijayanti, 2022). Additionally, the need for adequate digital literacy and design skills is highlighted, as teachers must be able to use the platform effectively to achieve pedagogical goals (Firdayanti et al., 2024). In relation to this, the finding that respondents generally did not perceive Canva's features as a major limitation can be strongly attributed to their high level of experience. Since the vast majority of participants (93.3%) have used Canva for over a year, their advanced digital literacy and long-term familiarity with the platform likely enable them to creatively navigate and maximize its available tools, thereby minimizing any perceived feature-related constraints.

Overall, these findings suggest that Canva has strong potential as a multimodal teaching tool in English language instruction. However, its effectiveness depends on how teachers integrate its features into pedagogical practices and how they address existing technological and skill-related constraints.

4. Conclusion

This study demonstrates that Canva is an effective digital tool for supporting diverse learning styles in English language teaching, particularly in enhancing visual and kinesthetic learning through its design features and interactive capabilities. While its support for auditory learning is less prominent, Canva still contributes positively to the overall learning environment by facilitating structured instruction, meaningful engagement, and collaborative interaction. Despite these advantages, its effectiveness is influenced by external factors such as internet accessibility, feature limitations, and users' digital literacy. Therefore, Canva can be considered a valuable platform for developing multimodal instructional materials, provided that teachers are able to integrate its features effectively and address potential technological constraints.

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