

TRANSFORMING LEARNING IN THE DIGITAL ERA: THE IMPACT OF CANVA APPLICATION ON THE QUALITY OF STUDENT LEARNING IN THE FIELD OF ECONOMICS AND ADMINISTRATION

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ABSTRACT

This study aims to analyze whether the Canva application has benefits in the learning process for students of the Economics and Administration study program at Universitas Negeri Jakarta. The method used in this study is a quantitative approach, while data collection uses a questionnaire. The results of this study indicate that learning media with the Canva application has a positive and significant influence on the learning process of students in the Economics and Administration Study Program at Universitas Negeri Jakarta. This is indicated in the t test results with a significance value of $0.001 < 0.05$ and a calculated t value of $3.665 > t$ table 2.034. This means that learning media with the Canva application has an effect on improving the student learning process.

Keywords: Canva, Learning media, Learning process, Learning quality

ABSTRAK

Penelitian ini memiliki tujuan untuk menganalisis apakah aplikasi Canva memiliki manfaat dalam proses pembelajaran pada mahasiswa program studi Ekonomi dan Administrasi Universitas Negeri Jakarta. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif, sementara pengumpulan data menggunakan kuesioner. Hasil dari penelitian ini menunjukkan bahwa media pembelajaran dengan aplikasi Canva memiliki pengaruh yang positif dan signifikan terhadap proses pembelajaran mahasiswa di Program Studi Ekonomi & Administrasi Universitas Negeri Jakarta. Hal tersebut tertera pada hasil uji t dengan nilai signifikansi sebesar $0,001 < 0,05$ dan nilai t hitung sebesar $3,665 > t$ tabel 2,034. Artinya, media pembelajaran dengan aplikasi Canva berpengaruh terhadap peningkatan proses pembelajaran mahasiswa.

Kata kunci: Canva, Media pembelajaran, Proses pembelajaran, Kualitas pembelajaran

INTRODUCTION

In this rapidly developing era, of course, technology is also growing. Likewise in the field of education which also experienced the times. Many new inventions have been discovered along with the times, one of which is the emergence of many websites and tools on the internet that can help in learning activities. The Covid-19 pandemic that hit Indonesia in 2020 had a significant impact on learning activities that took place during the pandemic. The effects of the Covid-19 pandemic require learning in schools and universities to require online learning because of the rapid spread of this virus.

With these conditions, students must undergo online learning activities which may cause obstacles, both in terms of not mastering technology, not being used to online learning, losing focus due to a condition, and lack of motivation in learning. In addition to obstacles, it is also necessary for learners to master technology and be creative so that learning activities

can run well. With increasingly varied learning media influenced by digital technology, the world of education is experiencing significant changes in the current digital era.

Learning media is a component that can increase student understanding in learning. By using appropriate and fun learning media, teaching and learning interactions will be more effective because the learning atmosphere will be fun, concentration will increase, and inspiration will arise, which in turn will increase student understanding according to Nurlaela (Musfikhuna, 2021). Canva is an online graphic design tool that makes it easy for users to create a variety of imaginative content. Create presentations as well as greeting cards, posters, flyers and infographics (Hijrah et al., 2021). Now, there are several versions of Canva accessible, which are web, iPhone, and Android versions (Hijrah et al., 2021). Using the Canva program, it is possible to create slideshow movies with interesting and distinctive shapes and styles (Ardiyani et al., 2023). The Canva app has proven to be a powerful audio-visual learning tool that facilitates student understanding of subject matter and can be used both online and offline, based on research by Ardiyani et al. (2023). This research will discuss about learning media with Canva application on student learning process. The purpose of this research is to find out how students in the Economics and Administration study program of Universitas Negeri Jakarta learn by using digital learning media such as Canva. It is expected that this research will provide a new perspective on how Canva can be used as a learning material to improve learning effectiveness in the course.

LITERATURE REVIEW

In teaching and learning activities, there is certainly interaction between teachers and students, or lecturers and students. During the interaction, the teacher acts as an informant or person who provides information and the students act as recipients of information. Communication tools or media are needed to improve communication between the person providing the information and the person receiving it. According to Hasan et al. (2021), media are resources, instruments, and approaches or strategies used in education to enable educational communication interactions between teachers and students effectively and effectively.

Cognitive theory proposed by Bruner also supports the importance of using learning media (Batubara, 2020). Bruner states that the stages of learning are enactive or direct experience, iconic or experience through images, and symbolic or abstract according to Batubara (2020). In this case, the teacher can provide direct experience to students (enactive) by using actual objects, the teacher can also provide experience through images (iconic) by using manipulative objects or image media, and finally the teacher can provide abstract experience (symbolic) to students by using written books or formula symbols.

The success of enjoyable learning depends on the teacher's ability to design and implement learning designs. Implementing materials, designing, analyzing, evaluating, and developing learning materials are all examples of how technology is important for learning Rahmatullah et al. (2020). Canva is a graphic design application that can enhance creativity for creating posters, presentations, and other visual content (Sholeh et al., 2020). Canva can be accessed for free and paid which is easy to use in creating learning media. Many templates can be used from this canva, including infographics, graphics, posters, presentations, brochures, logos, resumes, flyers, A4 documents, cards, newspapers, comic strips, magazine covers, invitations, collage photos, business cards, desktop wallpapers, reports, certificates, book covers, animations on social media, announcements, menus, videos, graphic organizers, your story, letters, letter heads, proposals, labels, worksheets, class schedules, calendars, ID cards, and CD covers.

Learning is the process of educational interaction between teachers and students in the classroom. This process consists of two activities, namely the learning process and the teaching process (Dzaky, 2021). In other words, the learning process is always a process of interaction

between two human entities, namely students as learning parties and teachers as teaching parties (Dzaky, 2021). Learning is a support system for the student learning process that is designed to support the internal student learning process.

Junaedi (2019) states that learning is a systematic effort to change learning resources so that students experience the learning process themselves. According to Junaedi (2019), the learning process consists of three factors. The first is the student. The learning process will not occur without students. So, students are a very important factor. Secondly, there is the learning process. What students experience as they learn is called the learning process. The last one is the learning situation. The learning situation is the place where the learning process takes place. During the education process, children's attitudes, intelligence and skills develop according to needs.

METHOD

The method used in this study is a quantitative approach, while data collection uses a questionnaire. This study analyze the effect of learning media with the Canva application on the learning process of students in the Economics & Administration Study Program at Universitas Negeri Jakarta which will explain whether there is a relationship between variables. The research object in this study is the Canva application and the subjects of this study are students in the Economics & Administration Study Program at Universitas Negeri Jakarta. Data sources that provide data directly to data collectors are called primary sources (Soegiyono, 2014). Primary data from this study is data obtained by researchers directly by distributing questionnaires to respondents. The questionnaire used was tested for validity and reliability using SPSS ver. 25. The population of this study were students of the Economics & Administration Study Program at Universitas Negeri Jakarta. The sampling technique used purposive random sampling with the following criteria: (1) Canva App Usage; and (2) Active student in Economics and Administration study program. The data analysis technique used is simple linear regression analysis. Before simple linear regression analysis, a normality test was performed.

RESULTS AND DISCUSSION

Validity Test

Valid indicates that the tool can be used to measure what should be measured (Soegiyono, 2014). In this study, researchers used a validity test with pearson product moment data analysis techniques. With the pearson product moment data analysis technique, if the pearson correlation has a significance value < 0.05 , then the data can be said to be valid (Ghozali, 2011). However, if the correlation significance > 0.05 . then the data is invalid (Ghozali, 2011). Data with this Pearson correlation can also be said to be valid if $r_{count} \geq r_{table}$ (2-sided test with sig. 0.05). Researchers tested the validity of the data using SPSS 25. Based on the results of the validity test of variables X and Y with the Pearson correlation analysis technique with a significant level of 5% or 0.05, it can be concluded that variables X and Y produce a significance value of $r_{count} >$ than r_{table} of 0.344 (Table 1). So, it can be concluded that this research can be said to be valid.

Table 1. Validity Test Results

Instrument Item Numbers	Pearson Correlation R Count	R Table	Description
Learning Media with Canva Application (X)			
1	0,591	0,344	Valid
2	0,661	0,344	Valid
3	0,489	0,344	Valid
4	0,744	0,344	Valid
5	0,727	0,344	Valid

Instrument Item Numbers	Pearson Correlation R Count	R Table	Description
6	0,55	0,344	Valid
7	0,693	0,344	Valid
8	0,605	0,344	Valid
9	0,546	0,344	Valid
Student Learning Process (Y)			
1	0,672	0,344	Valid
2	0,745	0,344	Valid
3	0,544	0,344	Valid
4	0,612	0,344	Valid
5	0,751	0,344	Valid
6	0,685	0,344	Valid
7	0,749	0,344	Valid
8	0,625	0,344	Valid
9	0,691	0,344	Valid
10	0,727	0,344	Valid

Source: Data Processed by Researchers (2025)

Reliability Test

Reliability is a measure that shows how reliable or trustworthy a measuring device is, according to Janna & Herianto (2021). Therefore, the reliability test can be used to determine the consistency of the measuring instrument, or whether the measuring instrument remains consistent even if the measurement is repeated. A measuring instrument is considered reliable if it produces constant results even though it is measured repeatedly. To test reliability, the Cronbach's Alpha value is compared with the level of significance used. The level can range between 0.5, 0.6, and 0.7, depending on the needs of the study. Based on the results of the reliability test on variables X and Y by comparing the Cronbach's Alpha value (Table 2), it is known that the Cronbach's Alpha value or significance is greater than 0.6. So, the questionnaire data from this study is reliable.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha Value	Description
Learning Media with Canva Application (X)	0,803	Reliable
Student Learning Process (Y)	0,865	Reliable

Source: Data Processed by Researchers (2025)

Normality Test

The Kolmogorov-smirnov normality test can be used to determine data normality. The normal distribution data test can be done in various ways, With a Kolmogorov-smirnov significance value < 0.05 the data can be said to be abnormal. Conversely, if the significance value > 0.05 then the data distribution is normal. Based on the normality test results listed in Table 3 and Figure 1, it can be seen that the significance value is $0.079 > 0.05$. So, it can be concluded that the residual value is normally distributed.

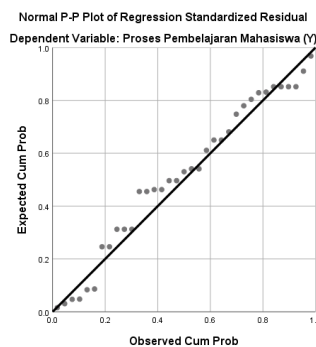


Figure 1. P-Plot Graph of Normality Test Results

Source: Data Processed by Researchers (2025)

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.37967912
Most Extreme Differences	Absolute	.140
	Positive	.088
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.079 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

Source: Data Processed by Researchers (2025)

Multicollinearity Test

The purpose of the multicollinearity test, according to Nanincova (2019), is to determine whether the regression model found a relationship between the independent variables. A good regression model has no correlation between the independent variables. The Variance Inflation Factor (VIF) and tolerance values show the results of the multicollinearity test. If the VIF value is less than 10, then there is no multicollinierity. There is multicollinearity in the data if the VIF value is more than 10. Based on the Table 4, it can be seen that the Tolerance value is 1.00 $>$ 0.10 and the VIF value is 1.000 $<$ 10.00. So, it can be concluded that there is no multicollinearity.

Table 4. Multicollinearity Test Results

Model		Coefficients ^a				Collinearity Statistics		
		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance	VIF
1	(Constant)	15.947	7.514		2.122	0.041		
	Learning Media with Canva Application (X)	0,667	0,185	0,538	3.665	0.001	1.000	1.000

a. Dependent Variable: Student Learning Process

Source: Data Processed by Researchers (2025)

Heteroscedasticity Test

According to Ghozali in the heteroscedasticity test looks for inequality of variance of residuals from different observations in a regression model. The Rank Spearman correlation coefficient value between each independent variable and the confounding variable is used to determine the heteroscedasticity test, which determines the presence or absence of heteroscedasticity. According to Nanincova (2019), there is no heteroscedasticity if the probability value (sig.) $>$ 0.05. A scatterplot graph can be used to determine heteroscedasticity. However, for a scatterplot graph to show heteroscedasticity, the dots should spread randomly above and below the 0 mark on the Y-axis. Based on the scatterplot graph in Figure 2, it can be seen that the points spread randomly above and below the number 0 on the Y axis. So, it can be concluded that there is no heteroscedasticity.

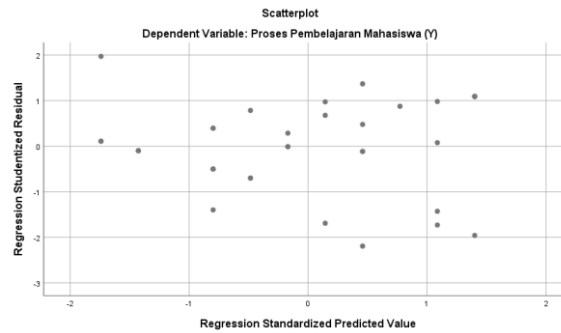


Figure 2. Scatterplot Heteroscedasticity Test Results
Source: Data Processed by Researchers (2025)

t-Test

The test will be tested by comparing the calculated t value with a significance level value of 0.05 ($\alpha = 5\%$) with a calculated t value \geq t table. Based on the results of the t test (Table 5), it can be seen that the significance value is $0.001 < 0.05$ and the t value is $3.665 > t$ table 2.034. This means that the Learning Media variable with the Canva Application (X) has a significant influence on the Student Learning Process variable (Y).

Table 5. Results of the t-test

		Coefficients ^a			
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	15.947		2.122	0.041
	Learning Media with Canva Application (X)	0,677	0,538	3.665	0.001

a. Dependent Variable: Student Learning Process

Source: Data Processed by Researchers (2025)

Determination Coefficient Test (R²)

This test is conducted to test whether variable X can affect variable Y and whether the regression model can explain variable X to variable Y well. Chin (1998) states that the R-Square value is classified as weak if it is greater than 0.19 but lower than 0.33, moderate if it is greater than 0.33 but lower than 0.67, and strong if it is greater than 0.67. Based on the test results in Table 6, it can be seen that the R-Square value is 0.268. This means that the effect of Learning Media with the Canva Application (X) simultaneously on the Student Learning Process variable (Y) is 26.8%, the rest is influenced by other variables not included in this study.

Table 6. Determination Coefficient Test Results (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.289	.268	3.431

a. Predictors: (Constant), Learning Media with Canva Application

Source: Data Processed by Researchers (2025)

Discussion

Based on the results of the analysis test that has been carried out, it can be seen that learning media with Canva application significantly affects the student learning process. This also shows that the Canva application can be an effective tool in improving the student learning process. The results of this study are also in accordance with the results of research from Sari and Fatonah (2022) which state that there is a significant effect on student motivation and

learning outcomes between before and after the use of canva application-based learning media in science subjects on alternative energy materials. The results of this study are also in line with the results of research from Fazriyah et al. (2022) which state that the use of Canva-based learning media has a significant impact on student learning outcomes in elementary schools.

In addition, this study also shows that the use of learning media with Canva application can improve the learning process in several aspects. The first one is improving learning motivation. In this study, it can be seen that most respondents feel that learning media with Canva application can increase learning motivation. This is because the Canva application provides many interesting features that can be used by users in presenting learning materials that are packaged attractively. These features can also make and help learning activities become interactive and interesting. The results of this study are in line with the results of research from Saputri et al. (2023) which states that this study provides strong evidence that the use of canva learning media has a positive and significant effect on student learning motivation in the Accounting Education Study Program at Makassar State University.

Second, enhancing participation. Canva app provides attractive, interactive and colorful features that attract audiences to pay more attention to learning activities. It also encourages creativity to create interesting learning materials that will also encourage students' interest in participating. With an attractive display, this makes learning activities interactive and participatory. This can be explained in the results of research from Tanjung and Faiza (2019) which states that Canva media can be used to support the learning process which can improve the quality of education and teacher creativity, as well as save teacher time to create learning media.

Third, it improves material understanding. Canva makes learning materials more visual and easy to understand, which can help students understand learning materials better. Most respondents answered that the Canva application helps in improving understanding of material in learning activities. Which is similar to the results of research by Zikriana, et al. (2023) which states that the acquisition of CANVA-based audio-visual media product test results shows that this media is feasible and able to improve the understanding of the concepts of Physics Education Study Program students in basic physics courses.

The application of Canva in the learning process has a significant impact on improving the quality of student learning because it provides a creative, interactive, and user-friendly platform that supports visual-based learning (Hinchcliff & Mehmet, 2023). Through Canva, students can design presentations, infographics, posters, and other digital learning materials that help them better understand and internalize concepts in a more engaging way (Laflen, 2023). This platform encourages active participation, collaboration, and critical thinking as students not only consume information but also produce meaningful learning products (Shah et al., 2022). Moreover, the visual and practical nature of Canva enhances students' motivation and interest, making the learning experience more enjoyable and effective, which in turn contributes to improved comprehension, retention, and academic performance.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the study, several conclusions can be drawn regarding the effect of learning media with the Canva application on the student learning process in the Economics & Administration Study Program at Universitas Negeri Jakarta. The results showed that learning media with the Canva application had a positive and significant influence on the student learning process in the Economics and Administration Study Program at Universitas Negeri Jakarta. This is indicated in the t test results with a significance value of $0.001 < 0.05$ and a calculated t value of $3.665 > t$ table 2.034. This means that learning media with the Canva application has an effect on improving the student learning process.

Recommendation

Based on the explanation contained in the conclusion, the following are recommendations or suggestions for future researchers in the hope that they can help improve the quality of their research. Future researchers generalize research findings can be improved by adding or expanding the research sample. To measure research variables more accurately, future research can use more valid research instruments and more valid and credible research instruments. To find out the long-term impact of using Canva learning media on student learning outcomes, further research can examine how effective learning media with the Canva application is in the long term. Future research can specifically examine how learning media with the Canva application can affect student learning motivation.

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