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The Implementation of Canva Application to Enhance Students' Creativity in Graphic Design at SMPIT Tenggarong Seberang

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Abstract
This study examines the effectiveness of the Canva application as an instructional tool to enhance creativity among seventh-grade students in graphic design at SMP IT Tenggarong Seberang. Employing a Classroom Action Research (CAR) methodology, the research was conducted over two cycles involving 44 students. The first cycle revealed that the integration of Canva did not significantly improve student engagement or creativity, with an average participation rate of 56% and an average score of 67.95. Consequently, modifications were made for the second cycle, focusing on clearer instruction and increased student interaction. The results of the second cycle demonstrated substantial improvements, achieving an 84% participation rate and an average score of 83.4, indicating that most students met the mastery criteria. Observations showed enhanced creativity in students' graphic design projects, highlighting the positive impact of using technology in the classroom. This study underscores the potential of Canva as a versatile educational tool that fosters creativity and engagement, making it beneficial for modern educational practices. Future research may investigate the long-term effects of such applications on student learning outcomes across various subjects and educational levels.
Keywords: Canva, Graphic Design, Creativity, Classroom Action Research

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1. INTRODUCTION

Education is a learning process aimed at actively encouraging students to develop their potential, enabling them to attain spiritual strength, self-control, intelligence, character, moral integrity, and the skills necessary for both personal and social life. The educational process begins within the family environment and is further developed through school and community settings. In general, education is a process of transforming individual or group behavior and attitudes to foster maturity through training and instruction aligned with educational principles. Moreover, education is a conscious effort to shape character, instill moral values, and develop individual personality (Nainggolan et al., 2023).

Learning is a communicative process that involves the presence of a message sender (teacher), a message receiver (student), and a medium or channel as a means of delivering information. In every learning activity, the teacher plays a central role as the messenger—not only responsible for conveying content, but also for creating a supportive learning environment, motivating students, and stimulating their curiosity (Abdullah et al., 2024).

Instructional media holds a vital and inseparable role in the field of education. It encompasses all forms of tools or resources that can be utilized to deliver learning materials to students, whether in online or offline formats. The use of instructional media can enhance students' motivation to learn, write, and speak, thereby fostering the development of their imagination. Moreover, the presence of media contributes to making teaching and learning activities more efficient and effective, while also strengthening the relationship between teachers and students. Additionally, instructional media serves as a potential solution to alleviate classroom learning fatigue (Barokah, 2023).

Instructional media serves as a tool designed to facilitate the teaching and learning process. This process itself represents a form of interaction or communication among educators, learners, and instructional content. The use of instructional media significantly influences students' learning motivation, as it creates a more diverse and engaging learning environment, thereby fostering greater enthusiasm among students during the learning activities (Daniyati et al., 2023). According to (Arsyad, 2019), instructional media encompasses all forms that can be used to convey messages or information during the learning process, which in turn can capture students' attention and stimulate their interest in learning. In the context of this study, the instructional media utilized is the Canva application.

The use of Canva as a tool for developing instructional media offers several notable advantages. Canva enables users to design a wide range of materials, equipped with features such as animations, templates, and page numbering, which not only foster creativity but also save time for both educators and learners in creating engaging instructional content. These media can be utilized in various presentation formats, including slides, mind maps, and posters. Another strength lies in its comprehensive features, such as the drag-and-drop system, which enhances user-friendliness. Furthermore, the platform supports collaborative work among students during the design process, thereby facilitating effective group-based learning activities (Wulandari & Mudinillah, 2022).

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Canva facilitates technology-based learning for both teachers and students, while also supporting the development of skills, creativity, and offering various other benefits. This is due to the fact that the designs produced using Canva can enhance students' interest in learning activities and boost their motivation through the presentation of more engaging and interactive instructional materials (Monoarfa & Haling, 2021). The use of Canva in creating instructional media can foster students' creativity in the field of graphic design. Through its various interactive visual features, Canva provides students with a platform to create and express their ideas visually, making the learning process more engaging and participatory. Not limited to any specific subject, Canva serves as a tool for developing design skills that are relevant to the demands of 21st-century learning.

2. LITERATURE REVIEW

2.1. Canva Application

Canva is a graphic design application utilized for creating various forms of visual media, such as presentations, posters, documentation, social media content, and more. The application is available in Android, iPhone, and web-based versions, making it easily accessible to a wide range of users. Developed in Australia in 2012, Canva experienced rapid growth, reaching approximately 750,000 users and employing over 2,000 staff members. By 2017, the company had begun generating profits, supported by a team of around 200 employees based at its headquarters in Australia and in San Francisco (Zahro, 2024).

Canva offers various benefits in the field of education, including fostering creativity among teachers and students, presenting engaging learning materials, saving time through the provision of visual content, and supporting the creation of school reports and promotional materials (Monoarfa & Haling, 2021). The application also facilitates classroom collaboration and encourages critical thinking. According to Syahrir et al. (2023) The Canva's advantages include ease of use, a wide range of design features, and device flexibility. However, its limitations involve dependence on a stable internet connection, the presence of some paid features, and the potential for design similarities with other users.

2.2. Students' Creativity

Student creativity encompasses the ability to think and act creatively. Creative thinking is a mental process of generating new ideas, while creative behavior reflects an individual's willingness to take risks and try new things for progress (Fitri, 2024). Creativity involves two key traits: aptitude and nonaptitude (Sudarti, 2020). Aptitude refers to cognitive and thinking skills, while nonaptitude relates to attitudes and feelings. Aptitude traits include the ability to generate many ideas, think flexibly, produce original thoughts, analyze details, and evaluate situations. Nonaptitude traits involve curiosity, imagination, a willingness to tackle challenges, risk-taking, and valuing oneself and others. These traits work together to foster creative thinking and behavior.

2.3. Graphic Design

Graphic design is a medium used to convey information through visual communication in two- or three-dimensional forms, involving aesthetic principles (Hartati et al., 2024). The key elements in graphic design include basic shapes such as

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lines, letters, forms, and textures, while the "recipe" is the structure that organizes these elements. A well-designed structure results from the precise integration of design principles during the arrangement process (Laksono, 2023). These principles include balance, contrast, unity, value, and color, which are foundational to effectively organizing and presenting the intended message.

3. METHODS

This study falls under the category of Classroom Action Research (CAR), which is designed to address problems that arise during the teaching and learning process. The method was initially developed by Kemmis with the aim of providing practical solutions to challenges faced by teachers in classroom instruction (Nurlaelah & Aisyah, 2023). This research specifically focuses on enhancing students' creativity through the implementation of Canva-based instructional media as the intervention technique.

In this study, the Classroom Action Research (CAR) uses the model proposed by Kemmis and Mc. Taggart. This model consists of four stages in one cycle: (1) planning, (2) implementation, (3) observation, and (4) reflection (Arikunto, 2020). If the research involves more than one cycle, after the reflection stage, it returns to the planning stage. The following is the flow of the Classroom Action Research design based on the Kemmis and Mc. Taggart model.

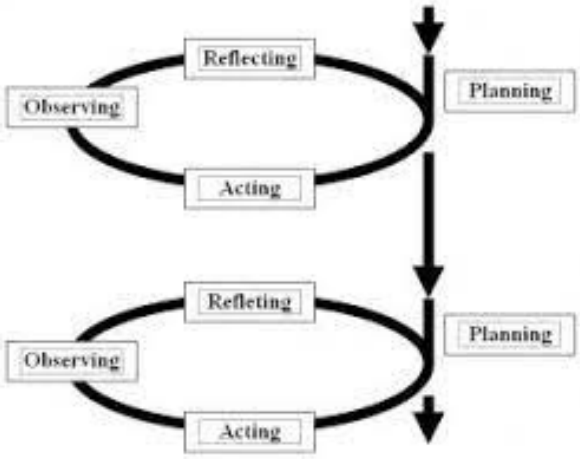


Figure 1. Classroom Action Research Cycle By Kemmis % Taggart (Arikunto, 2020)

This model is iterative and not limited to a single cycle; rather, it is continuously repeated until the desired outcomes are achieved (Fauziah, 2023). Each cycle consists of four key stages: planning, action implementation, observation, and reflection. During the planning stage, action strategies are systematically designed and then executed in the implementation phase. Observation is conducted to monitor and evaluate the effectiveness of the implemented actions. The results of the observations are then analyzed during the reflection stage, which serves as a basis for improvements in the next cycle. This process is repeated until the research objectives are optimally fulfilled. Through this approach, it is expected that students' creativity will improve significantly. Teachers and researchers collaborate in designing, implementing, and evaluating the actions to ensure sustainable enhancement of students' creativity.

This study involved all 44 seventh-grade students at SMP IT Tenggarong Seberang during the even semester of the 2024/2025 academic year. The sample was selected purposively based on the recommendation of the Vice Principal for Curriculum, resulting in the entire population being used as research subjects. Data were collected through observation and testing, and analyzed using both qualitative and quantitative descriptive techniques. The qualitative analysis was conducted by narratively describing the results, while the quantitative analysis measured the percentage of student and teacher participation, including observation sheet analysis to evaluate the improvement in student creativity following the implementation of Canva-based learning.

4. RESULTS

This study was conducted through two interventions divided into two cycles, in accordance with the Classroom Action Research (CAR) method. The findings obtained from the implementation of both cycles are summarized as follows.

4.1 First Cycle

Planning

In the planning phase of Cycle I, the learning activities were focused on graphic design training using the Canva application. This training was designed to enhance students' skills in creating visually appealing and creative designs. The training materials included an introduction to Canva features, basic principles of graphic design, and hands-on practice in creating various types of visual content such as posters, presentations, and social media graphics. Instructional media in the form of audiovisual presentations were used to assist students in systematically understanding the steps involved in using Canva. The activities of both teachers and students during the training were evaluated through observation sheets and the students' completed design projects.

Acting

The implementation of Cycle I was conducted over the course of a single session. The learning activities focused on Canva-based graphic design training, specifically guiding students in creating poster designs. The process aimed to enhance students' creativity and technical skills in using Canva as a design tool. This training was held from April 21 to April 25, 2025, involving 44 students from Class VII at SMP IT Tenggarong Seberang. The time allocation for each session included 15 minutes for the introductory activity, 95 minutes for the core activity, and 10 minutes for the closing activity.

Obsevation

The observation results from Cycle I consist of one action. During the learning process, the observer monitored both the teacher's and students' activities. This observation aimed to assess the roles of the teacher and students in enhancing students' creativity in graphic design using Canva in Class VII at SMP IT Tenggarong Seberang. The activities of both the teacher and students during the lesson are outlined in Tables 1 and 2. The detailed activities of the teacher and students throughout the learning process are explained as follows.

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Table 1. Teacher activity observation questionnaire in cycle I

No	Observed Aspects	Rating Scale				
		1	2	3	4	5
A.	Teachers' Preparation					
1.	The teacher has prepared clear and relevant modules.		2			
2.	The teacher explains the objectives of learning graphic design with Canva in detail.			3		
3.	Teachers prepare complete Canva-based learning materials and media.			3		
4.	The teacher prepares the required technological devices (laptop, Canva account, internet connection).			3		
B.	Implementation of Learning					
5.	The teacher provides clear directions regarding the use of Canva in creating designs.			3		
6.	Teachers guide students in developing creative ideas through Canva.			3		
7.	Teachers encourage students to experiment with Canva's various features.		2			
8.	The teacher managed the class well during the graphic design practice.			3		
C.	Evaluation and Reflection					
9.	The teacher evaluates the students' graphic design results.			3		
10.	The teacher provides feedback and reflection on the process and results of students' work.			3		
Amount			4	24	4	
Total Amout				32		
Maximum Score				50		
Teachers' Activity Percentage		$P = \frac{32}{50} x\ 100 = 64\%$				

Based on Table 1, the observation results of teacher activities during the learning process were evaluated using five criteria: very good, good, fair, poor, and very poor. In Cycle I, the percentage obtained reached 64%, which falls into the fair category. Therefore, it can be concluded that the teacher's activity in Cycle I did not show a significant improvement, indicating the need to proceed to Cycle II.

In addition to observing teacher activities, student activities were also observed during the training. This observation aimed to assess the improvement of students' creativity in graphic design through the use of the Canva application during the training in Grade VII at SMP IT Tenggarong Seberang. The results of the observation regarding the development of students' creativity in producing graphic designs are presented in Table 2.

Table 2 presents the observation results of student engagement during the Canva-based graphic design training. The data show that an average of 56% of students actively participated in the training activities. This result is not yet considered optimal, indicating the need to proceed to Cycle II. After observing the activities of both teachers and students during the implementation of the Canva training, the next step involves evaluating students' understanding and creativity in graphic design. The following section provides an analysis of students' design outcomes in Cycle I.

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Table 2. Student activity observation questionnaire in cycle I

No	Observed Aspects	Rating Scale				
		1	2	3	4	5
A. Learning Participation						
1.	Students paid attention to the teacher's explanation about using Canva.		2			
2.	Students understood the learning objectives of graphic design with Canva.	1				
3.	Students actively asked questions if there were Canva features or design materials they did not understand.	1				
4.	Students took notes on key points delivered by the teacher regarding graphic design principles.		2			
B. Engagement in Design Activities						
5.	Students explored various Canva features in creating graphic designs.				4	
6.	Students demonstrated creativity in selecting colors, fonts, and layouts.			3		
7.	Students completed the assigned graphic design tasks within the given timeframe.		2			
8.	Students were able to explain the rationale behind their design choices.			3		
9.	Students appreciated their peers' work by giving positive feedback.			3		
10.	Students maintained a positive attitude and stayed focused throughout the graphic design activities.		2			
Amount		2	8	9	4	
Total Amout		23				
Maximum Score		50				
Teachers' Activity Percentage		$P = \frac{23}{50} x\ 100 = 46\%$				

Students' creativity in designing posters using Canva was assessed through evaluation conducted throughout the training sessions, in accordance with the instructional plan for Cycle I. The researcher provided performance-based assessments at the end of each session. This assessment was guided by a set of criteria outlined in a creativity-focused rubric developed by the researcher. As a result, students' levels of creativity could be directly observed through their practical design work. Detailed results of students' poster design performance in Cycle I are presented in Table 3.

Table 3. Students Creativity Score in Cycle I

No	Students' Codename	Score	Description
1.	S1	80	Complete
2.	S2	70	Not Complete
3.	S3	60	Not Complete
4.	S4	70	Not Complete
5.	S5	70	Not Complete
6.	S6	60	Not Complete
7.	S7	70	Not Complete
8.	S8	50	Not Complete
9.	S9	60	Not Complete
10.	S10	60	Not Complete
11.	S11	60	Not Complete

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No	Students' Codename	Score	Description
12.	S12	80	Complete
13.	S13	70	Not Complete
14.	S14	80	Complete
15.	S15	70	Not Complete
16.	S16	70	Not Complete
17.	S17	60	Not Complete
18.	S18	80	Complete
19.	S19	70	Not Complete
20.	S20	40	Not Complete
21.	S21	90	Complete
22.	S22	70	Not Complete
23.	S23	70	Not Complete
24.	S24	60	Not Complete
25.	S25	60	Not Complete
26.	S26	70	Not Complete
27.	S27	60	Not Complete
28.	S28	60	Not Complete
29.	S29	60	Not Complete
30.	S30	80	Complete
31.	S31	70	Not Complete
32.	S32	80	Complete
33.	S33	70	Not Complete
34.	S34	80	Complete
35.	S35	60	Not Complete
36.	S36	80	Complete
37.	S37	70	Not Complete
38.	S38	80	Complete
39.	S39	60	Not Complete
40.	S40	70	Not Complete
41.	S41	50	Not Complete
42.	S42	60	Not Complete
43.	S43	60	Not Complete
44.	S44	90	Complete
Average		67,95	
Student Completion		25%	

Based on Table 3, the average student score was 67.95, indicating that several students had not yet achieved the minimum mastery criteria. In Cycle I, only 11 students met the mastery threshold, while 33 students did not. From the table, the average score, individual mastery, and classical (whole class) mastery can be calculated. The classical mastery rate reached only 25%, suggesting that the overall student performance has not yet met the expected minimum competency standard, as it remains below the target score of 75.

Reflection

Based on the results of the Cycle I implementation, the teacher's performance in delivering the Canva design training module was categorized as Fair. Observer notes indicated that the teacher's ability to explain training materials remained limited. During the presentation method, for instance, the teacher did not yet effectively convey the key concepts of Canva graphic design in a concise and engaging manner. Several other aspects of the teacher's instructional performance also fell into the Fair category.

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Therefore, a thorough evaluation is needed to improve the effectiveness of the training in the next cycle.

Student activity during the Canva training in Cycle I, with an average score of 61.95, was considered low. This outcome is attributed to the underdeveloped creativity shown by students in utilizing Canva features to produce original poster designs. Consequently, it is essential to enhance strategies that foster students' creative thinking, allowing them to become more confident and capable in expressing ideas through visual design. Improvements will be implemented in Cycle II to optimize the training process.

4.2 Second Cycle

Planning

In Cycle I planning, the training focuses on introducing and using Canva for graphic design. The training aims to equip students with basic skills to create creative and communicative visual designs. The material covers Canva features, basic design principles, and hands-on practice in creating designs like posters and digital content. The training module is developed by the researcher to align with students' creative development needs. Audiovisual presentation-based media is used to help students understand Canva usage steps systematically. Teacher and student activities during the training will be evaluated through observation sheets and students' design work.

Acting

The implementation of Cycle II was conducted over the course of a single session. The learning activities focused on Canva-based graphic design training, specifically guiding students in creating poster designs. The process aimed to enhance students' creativity and technical skills in using Canva as a design tool. This training was held from April 28 to April 30, 2025, involving 44 students from Class VII at SMP IT Tenggarong Seberang. The time allocation for each session included 15 minutes for the introductory activity, 95 minutes for the core activity, and 10 minutes for the closing activity.

Obsevation

The observation results from Cycle II consist of one action. During the learning process, the observer monitored both the teacher's and students' activities. This observation aimed to assess the roles of the teacher and students in enhancing students' creativity in graphic design using Canva in Class VII at SMP IT Tenggarong Seberang. The activities of both the teacher and students during the lesson are outlined in Tables 4 and 5. The detailed activities of the teacher and students throughout the learning process are explained as follows.

Table 4. Teacher activity observation questionnaire in cycle II

No	Observed Aspects	Rating Scale				
		1	2	3	4	5
D. Teachers' Preparation						
1.	The teacher has prepared clear and relevant modules.				4	
2.	The teacher explains the objectives of learning graphic design with Canva in detail.				4	
3.	Teachers prepare complete Canva-based learning materials and media.					5
4.	The teacher prepares the required technological devices (laptop, Canva account, internet connection).				4	
E. Implementation of Learning						

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No	Observed Aspects	Rating Scale				
		1	2	3	4	5
5.	The teacher provides clear directions regarding the use of Canva in creating designs.					5
6.	Teachers guide students in developing creative ideas through Canva.					5
7.	Teachers encourage students to experiment with Canva's various features.				4	
8.	The teacher managed the class well during the graphic design practice.					5
F. Evaluation and Reflection						
9.	The teacher evaluates the students' graphic design results.					5
10.	The teacher provides feedback and reflection on the process and results of students' work.					5
Amount					16	30
Total Amout		46				
Maximum Score		50				
Teachers' Activity Percentage		$P = \frac{46}{50} x\,100 = 92\%$				

Based on Table 4, the observation results of teacher activities during the learning process were evaluated using five criteria: very good, good, fair, poor, and very poor. In Cycle II, the percentage obtained reached 92%, which falls into the very good category. Therefore, it can be concluded that the teacher's activity in Cycle II did show a significant improvement, indicating not need to proceed to Cycle III.

In addition to observing teacher activities, student activities were also observed during the training. This observation aimed to assess the improvement of students' creativity in graphic design through the use of the Canva application during the training in Grade VII at SMP IT Tenggarong Seberang. The results of the observation regarding the development of students' creativity in producing graphic designs are presented in Table 5.

Table 5. Student activity observation questionnaire in cycle II

No	Observed Aspects	Rating Scale				
		1	2	3	4	5
A. Learning Participation						
1.	Students paid attention to the teacher's explanation about using Canva.				4	
2.	Students understood the learning objectives of graphic design with Canva.					5
3.	Students actively asked questions if there were Canva features or design materials they did not understand.					5
4.	Students took notes on key points delivered by the teacher regarding graphic design principles.					5
B. Engagement in Design Activities						
5.	Students explored various Canva features in creating graphic designs.					5
6.	Students demonstrated creativity in selecting colors, fonts, and layouts.				4	
7.	Students completed the assigned graphic design tasks within the given timeframe.					5
8.	Students were able to explain the rationale behind their design choices.				4	

No	Observed Aspects	Rating Scale				
		1	2	3	4	5
9.	Students appreciated their peers' work by giving positive feedback.					5
10.	Students maintained a positive attitude and stayed focused throughout the graphic design activities.					5
Amount					12	30
Total Amout		42				
Maximum Score		50				
Teachers' Activity Percentage		$P = \frac{42}{50} x\ 100 = 84\%$				

Table 5 presents the observation results of student engagement during the Canva-based graphic design training. The data show that an average of 84% of students actively participated in the training activities. This result is considered optimal, indicating not need to proceed to Cycle III. After observing the activities of both teachers and students during the implementation of the Canva training, the next step involves evaluating students' understanding and creativity in graphic design. The following section provides an analysis of students' design outcomes in Cycle II.

Students' creativity in designing posters using Canva was assessed through evaluation conducted throughout the training sessions, in accordance with the instructional plan for Cycle II. The researcher provided performance-based assessments at the end of each session. This assessment was guided by a set of criteria outlined in a creativity-focused rubric developed by the researcher. As a result, students' levels of creativity could be directly observed through their practical design work. Detailed results of students' poster design performance in Cycle II are presented in Table 6.

Table 6. Students Creativity Score in Cycle I

No	Students' Codename	Score	Description
1.	S1	80	Complete
2.	S2	80	Complete
3.	S3	80	Complete
4.	S4	90	Complete
5.	S5	80	Complete
6.	S6	90	Complete
7.	S7	80	Complete
8.	S8	70	Not Complete
9.	S9	80	Complete
10.	S10	70	Not Complete
11.	S11	90	Complete
12.	S12	80	Complete
13.	S13	70	Not Complete
14.	S14	80	Complete
15.	S15	80	Complete
16.	S16	80	Complete
17.	S17	70	Not Complete
18.	S18	90	Complete
19.	S19	90	Complete
20.	S20	70	Not Complete
21.	S21	100	Complete
22.	S22	90	Complete

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No	Students' Codename	Score	Description
23.	S23	80	Complete
24.	S24	80	Complete
25.	S25	80	Complete
26.	S26	80	Complete
27.	S27	90	Complete
28.	S28	100	Complete
29.	S29	100	Complete
30.	S30	80	Complete
31.	S31	100	Complete
32.	S32	80	Complete
33.	S33	90	Complete
34.	S34	90	Complete
35.	S35	70	Not Complete
36.	S36	90	Complete
37.	S37	90	Complete
38.	S38	80	Complete
39.	S39	80	Complete
40.	S40	80	Complete
41.	S41	90	Complete
42.	S42	70	Not Complete
43.	S43	80	Complete
44.	S44	100	Complete
Average		83,4	
Student Completion		84,09%	

Based on Table 6, the average student score was 83,4, indicating that almost all students had yet achieved the minimum mastery criteria. In Cycle II, only 7 students didn't meet the mastery threshold, while 37 students qualified. From the table, the average score, individual mastery, and classical (whole class) mastery can be calculated. The classical mastery rate reached 84,09%, suggesting that the overall student performance has met the expected minimum competency standard, as it remains below the target score of 75.

Reflection

Based on the results of the Cycle II implementation, the teacher's performance in delivering the Canva design training module was categorized as very good. Observer notes indicated that the teacher's ability to explain training materials remained mastered. During the presentation method, for instance, the teacher did effectively convey the key concepts of Canva graphic design in a concise and engaging manner. Several other aspects of the teacher's instructional performance also stated in very good category. Therefore, a thorough evaluation is not needed the next cycle.

Student activity during the Canva training in Cycle II, with an average score of 83,4, was considered high. This outcome is attributed to the developed creativity shown by students in utilizing Canva features to produce original poster designs. Consequently, it is not essential to enhance strategies that foster students' creative thinking. The Cycle III is not needed to be employed.

5. DISCUSSION

Based on the findings from research conducted in April 2025 on the use of Canva as a tool for creating digital posters, the results show that Canva is effective in supporting students during the design process and enhancing their creativity. These findings are reinforced by the results from the second cycle of classroom action research, which indicate that Canva offers convenience through its wide range of features, allowing students to complete their work without incurring additional costs for materials or equipment.

The advantages of using Canva in education have also been supported by prior studies. Research by Wulandari & Mudinillah (2022) highlighted the benefits of Canva in technology-based learning, particularly in enhancing both teachers' and students' skills and creativity in developing instructional media. The findings also align with the study conducted by Bimantoro & Fitriarti (2024) which documented Canva's creative features, time efficiency, and accessibility through digital devices. Moreover, students' digital work offers added value due to its durability, the absence of printing requirements, and overall eco-friendliness.

Then, the findings also lined with Rambe et al. (2023) which with Canva, students can learn and enhance their graphic design skills by working with various design elements such as layout, color, font, and image arrangement. They are introduced to key design principles like balance, contrast, and visual hierarchy, which they can apply in creating visually appealing posters. Canva also encourages creative expression, allowing students to explore unique color combinations, present ideas in original ways, and incorporate design elements that reflect their personality. This process supports the development of creativity and out-of-the-box thinking.

6. CONCLUSION

The implementation of the Canva application as a medium for teaching graphic design has proven effective in enhancing creativity among seventh-grade students at SMP IT Tenggarong Seberang. The study's results show substantial improvements in both student engagement and mastery of design concepts through technology-based learning. The positive outcomes suggest that integrating innovative tools like Canva in educational practices can significantly enrich the learning experience, encouraging students to express their ideas creatively and effectively. Future research may explore the long-term impacts of such applications on student learning and creativity across different educational contexts.

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