

THE IMPLEMENTATION OF CANVA AS A MEDIA FOR LEARNING ENGLISH AT SMK NEGERI 2 SINGARAJA

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First Received: February 1, 2023

Final Proof Received: June 30, 2023

Abstract

This study intends to determine teachers' challenges in teaching English using technological media, namely the Canva application. In this study, researchers used qualitative descriptive methods. An SMK N 2 Singaraja teacher participated in this study because he implemented the Canva application as a learning medium to meet the current educational system. According to (Titiyanti et al., 2022), With the help of Canva, teachers may provide a one-of-a-kind opportunity for students to engage their abilities and motivation in learned material. To get the data, the researcher used the semi-structured interview method as a data instrument for data collecting. The results of this study state that Canva media is very suitable for learning English because it can improve students' ability to write, creativity, critical thinking, and motivation to learn. However, the teacher cannot trace this application, so the teacher cannot see the students' work process in making brochures.

Keywords: *Teaching Language, Teacher Challenge, Canva, Technology, Students Abilities.*

INTRODUCTION

According to (Pertiwi & Pusparini, 2021), the vocational high school aims to prepare students for the world of the workplace with a professional attitude and with middle-level abilities developed in school. Therefore, Indonesian education currently implements a new curriculum, the Merdeka curriculum. According to (Kodrat 2021: 10) Nadiem Makarim, as the Minister of Education and Culture, many study programs need to be revised to meet the working world's needs. The previous curriculum is focused on the theory rather than the implementation. That's why Merdeka Belajar programs were more practice skills to target the students' output and soft skills.

In a freedom curriculum, teachers become one of the success factors in learning. According to (Yamin et al., n.d.), working as a teacher is not easy, teachers should be able to form educated participants until they are ready to live their real lives, as a teacher must know very well that the potential of all children are different and have to use a diverse teaching strategy so that students not lose their focus, Teachers know that in real life they use skills and potential that are no 100% numbers and memorization of the materials. Therefore, Nadiem

Makarim as the minister of cultural education and technology, state a freedom curriculum, as teachers can use innovative, creative media to help explore themselves based on the abilities and characteristics of each child. Moreover, this curriculum is present to prepare human resources to be better prepared to face the world of work and form quality groups. In the concept of freedom, the subject of learning is the teacher and the student, which means that students and teachers collaborate in achieving the desired learning outcomes together and respect each other.

According to (Melinia & Nugroho, 2022) The educational system has to be changed and move with the era. In this era, technology is the primary attention to develop the students to bring new abilities and experiences. *According to* (R. Huang et al. 2019:04), technology in the educational system is about the process, procedure, resources, and strategies to improve student's learning experience. Therefore, using digital as learning media improves students' skills and knowledge because technology will allow students to know more and learn more than traditional strategy. (Larasati & Rustandi, 2022) ICTs, or Information and Communication Technology, are essential tools in 21st-century learning and an international standard. On the other hand, (Christiana et al., 2021) A variety of engaging methods, such as educational video, stimulation, data storage, database use, mind mapping, guided discovery, brainstorming, music, and the World Wide Web (www), are available through technology-based teaching and learning that will make the learning process more pleasurable and meaningful. According to (Bernie & Charles 2009:56), teachers and students have to use technology efficiently as follows: Use technology to organize, research, evaluate, and use information tools. Therefore, ICT may be applied in a number of ways to support instructors and students in learning about their specialized subject areas. In addition, technology is essential to involve students in their skills for future job qualification. Second, Students and teachers should be able to use digital technology such as computers, information media, etc. Third, Know the limitation of using technology as the learning medium and understand the issues around using technology and information as the learning media.

Learning using technology is crucial because all the information can be accessed with one click. According to (Syamdianita & Cahyono, 2021: 566), teaching using technology is

efficient and effective *because* the teacher can use many tools to make students more interested with the materials using technology, we can combine images, illustrations, designs, words, and also video and audio. Therefore, by using technology, students will be more deeply understanding of the materials because in 21 century learning the use of technology is part of knowledge and skills that have to improve and develop at school, and it will make a new experience for the students.

In the development of 21st-century learning, students are expected to be able to access technology as a medium of learning as it is applied to learning today. What causes industrial development in 21st-century education is that technology and the quality of human resources are overgrowing throughout the world and have impacted education to provide human resources to compete in all conditions. According to (Gajjar, 2013) the development of technology in this country can be seen directly in students' faces about how they can use the technology. Therefore, a teacher must follow the progress of Indonesian education to help develop students' skills and potential in the classroom to deliver human resources.

The Merdeka curriculum, which will be applied to schools in Indonesia, is related to the 21st-century learning industry. According to (Gajjar, 2013), 21st-century industrial education is progressive and has to prepare students for how education will be applied. Industry in the 21st century is technology-based learning accompanied by the development of student skills. The skills expected to be developed the primary skills that students must have in real-life situations.

Canva is an application made for design activities. According to (Ilham et al., 2022) Learning is the process and activity of developing student's ideas, competencies, abilities and mindset. To develop all the goals of teaching students, the teacher must choose effective and efficient learning media and methods. Therefore, the students will achieve learning goals using suitable models and methods. According to (Conference & Digital, 2022) Media in learning is essential to use because media can help the teacher teach students. This relates to the 21st century because it states that technology focuses on media learning for students. Technology can help teachers spare the material and be the learning media to make the learning activity more effective, efficient, and attractive to motivate students learning process.

Moreover, We may include Canva to encourage learning. According to Smaldino et al. (2015), visuals in the classroom, including Canva, can have a variety of benefits, including the ability to: 1) make abstract concepts concrete; 2) motivate students; 3) give direct attention; 4) repeat the information; 5) help students recall prior knowledge; and 6) minimize learning effort. In addition, (Susilawati & Chairunnisa, 2019) Canva is thought to be a tool for quickly transitioning from an intangible concept to a tangible site layout. Additionally, it can enhance the learning environment by any amenities offered, influencing the students' focus, memory, and attitude.

As previously explained, the 21st-century industry is a system used to develop students' potential in using technology to implement learning. Of the many media technologies used, Canva is one of the supporting media it can be used to teach in the classroom. Canva is an application that can help teachers design learning materials that are attractive and exciting for students. However, in Canva, some weaknesses and strengths need to consider. According to (Resmini et al., 2021) In the Canva application, there are strengths and weaknesses of the use on this application as follows, This application can be downloaded without purchase, which means the canva application has free to download, so the student does not need to buy the application to use. Second, Canva has several designs to present: a poster, resume, pamphlet infographic, brochure, posters, etc. there were lots of features that appeared in the application and free items also the purchase features. Third, This application can train the 4C skills in students and the teacher. Therefore, this application is suitable for teaching because it can increase students abilities and skills in implementing canva as a medium to learn. Forth, During the design process, the user doesn't need to use computers or laptops because this application can be used on smartphones, tablets, or iPad. Therefore, students could learn in essay ways in this era because they did not need to bring laptops. Lastly, On this application, the user can design videos for educational, for example, instructional video-based. As an online application, it also has a weakness in its use of this application, as follows: This application can be used if there is an internet connection. This application cannot be active offline. Therefore the user must have mobile data or Wi-Fi. Second, On canvas, not all of the

design is free. Several designs must be purchased and premium if the user wants to use another feature.

According to the previous study from (Fauziyah et al., 2016) entitled “The Used Of Canva For Education and the Students Perception of its Effectiveness in the Writing Procedure Text” According to this research carried out in a secondary school in Sidoarjo, Indonesia, “Canva for Education” was successful in enhancing the pupils’ writing abilities. They felt enthused about learning as a result of using it. The study employed a one-group pre- and post-test pre-experimental design. The Cronbach’s Alpha statistical test revealed a score of > 0.5 based on the reliability of the questionnaire as determined using SPSS 26.

Using Canva as Media for English Language Teaching (ELT): Developing Creative for Informatic Students is the title of the following research form (Fitria, 2022) This study looked at how to use Canva as a teaching tool to encourage the creativity of informatics students at ITB AAS Indonesia while they were enrolled in the English Working Course. A descriptive qualitative methodology was used in this study. Canva is an excellent tool for learning the fundamentals of functional texts, such as brochures, flyers, announcements, letters, CVs, or resumes.

Furthermore, the researcher of this study wants to know how the teacher is challenged in implementing canva in teaching the English language. Based on the current educational system, teachers have to use media technology in teaching strategies to students in learning.

METHOD

This study employed a descriptive qualitative design to explore the teacher perception in implementing Canva as the media to teach the English language at SMK N 2 Singaraja. According to (Bolderstone,et.al.,2007), qualitative research with a descriptive approach on the focus group as the data collection tool. The English teacher from SMK N 2 Singaraja, who teaches grade XI participated in this study. The teacher was selected because of using the Canva application as the media in teaching the English language.

A research instrument is a tool to collect data. Collecting the data is the gathering, obtaining, or finding study data. The primary data came from semi-structured interviews with

an interview guide, while the secondary data came from the documentation. One of the most popular and useful methods for acquiring qualitative data is an interview, which elicits information from people's opinions about events in their own words.

For the data validation, the researcher reduced the data by explaining and showing the data collection and displaying the data based on the investigation at SMK N 2 Singaraja. Lastly, concluding by deeply explaining the issue.

FINDINGS AND DISCUSSION

Teacher Challenge on the use of Canva, the teacher was asked about his challenge in teaching the English language using Canva to make a brochure. Additionally, he was asked about the student's improved skills and abilities in using canvas in teaching and learning strategies. In this stage, the researcher also shows the students perspective on learning using Canva in English language learning.

The teacher's perception in teaching the English language toward implementing Canva

Based on the interview results teacher implemented Canva as a teaching strategy in teaching the English language:

"This is my first time using technology as a learning medium because the current education system requires teachers to use technology as a learning medium for students. But some students have used the Canva application in other lessons. They helped me operate Canva and provided their experience using Canva media. There are some challenges that I get, namely in terms of internet connection because this application must be used online, and there are some premium features so that I cannot access these features. In using the Canva application as a learning media, I also cannot know their learning process because of the individual use of the application."

The teacher positively perceived the use of canvas as the media to teaching strategy.

"Of course, they feel motivated to learn because they use their creativity to make brochures. Everything is evident in their work, which gets a high score, and it's because they poured each individual's creativity and critical thinking to produce a very creative brochure using the canvas application. After all, Canva has many features that can be applied to their work. They can also improve their writing skills."

However, the teacher's challenge in implementing Canva:

"I think that Canva is good for implementation but this is not in line with the facilities provided by the school, because they have to use their own internet connection and use their own smartphones, and there are some students who do not have smartphones or even the smartphones they have do not support the Canva application."

Therefore, based on teacher perception, Canva can positively impact students in learning the English language because it can help the teacher to develop English language skills and student's abilities to operate technology. But there are several challenges that teachers should face: the facilities that should support the students in learning using Canva.

Student's Perception in using Canva as the media in learning English language

Based on the investigation in interview 3 students from SMK N 2 Singaraja who used Canva to learn English. Most students perceive the positive use of Canva as the media in learning the English language. They show that Canva can be helped them in creating design and creativity, and it motivates them to learn.

Based on student 1, Canva can help him creatively create the brochure because there are many free features that can be used.

"I feel that when using Canva, designing becomes easier and I can use many features that I can use to design brochures to be more interesting and creative. I like using the Canva application when learning English, because it can motivate me in learning."

Based on the statement from students 2, Canva can increase her creativity and writing skills, she perceives in positively from implementing Canva as a learning media in vocational school

"I think using the Canva application can be a place for students to be creative, for example the brochure project that I have made, I know my creativity and how I organize my brochure project to be interesting, I also feel that my writing skills have improved and are better than before."

Based on the statement from student 3, using Canva is very useful, but there are some challenges in using Canva. Her smartphone does not support the application, and she did not have the proper facility to learn using applications or media in learning the English language.

"When teachers ask students to use technology media as learning media, I feel I cannot participate in learning because I do not have a smartphone that can support the Canva"

application and I do not have other technology media such as laptops, computers, and internet connections to support technology-based learning.”

Based on the interview, most students perceive a positive perspective on implementing Canva as the learning media in learning the English language. Canva can also improve some student abilities that cannot be done from traditional learning without learning media, namely student abilities in using technology and etc.

The following documentation to support the teacher information:



Figure 1. Student works designed using Canva

Canva enhances students’ critical thinking and creativity while producing procedure literature, according to evidence from student work. The two images show how each student’s writing is unique in substance and originality and how the objective, ingredients, and methods are all present in the final result.

CONCLUSION

In this chapter of conclusions, Canva is a very useful media for teaching students the English language. Because Canva is suitable media to improve student's abilities and skills, students may produce ideas, writing context, and structure using the customizable template in Canva. Conversely, students' difficulties utilizing Canva are caused by internet quota and hardware issues. This research emphasizes the use of Canva in teaching English instruction, although it did not track students' activity while using this program. In this section, teachers also feel the challenges that must be faced with unsupportive facilities such as internet connections to media or smartphone operating facilities because schools do not support these facilities.

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