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**THE IMPLEMENTATION OF CANVA AS A LEARNING MEDIA IN PROJECT-BASED ENGLISH LEARNING AT SMAN 1 BANJARAN: A QUALITATIVE STUDY**

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**Abstract:**

This research investigates the use of Canva in English language project-based learning (PBL) at SMAN 1 Banjaran. The study aims to understand how Canva influences students' engagement, creativity, and motivation in learning English. The research methodology includes observations and interviews with both teachers and students to gather comprehensive insights into their experiences with Canva in the PBL context. The findings reveal that the implementation of Canva significantly enhances the learning process. Teachers find Canva to be a user-friendly and versatile tool that facilitates the creation of visually appealing and engaging instructional materials. The integration of Canva into PBL encourages collaborative learning and improves students' digital literacy, critical thinking, and language skills. Students report increased motivation and enjoyment when using Canva, as well as enhanced creativity and the ability to express ideas more effectively. Teachers adopt various strategies to integrate Canva, including blended learning approaches, collaborative group projects, and project-based assessments. The use of Canva in PBL activities, such as poster creation, presentation design, and infographic development, provides students with opportunities to improve their vocabulary, writing, speaking, and presentation skills. The visual and interactive nature of Canva projects also serves as an effective formative assessment tool for teachers. Despite the positive outcomes, challenges such as limited access to technology and the need for ongoing teacher training were identified. Overall, the research highlights the potential of Canva as a valuable tool in enhancing the effectiveness of English language PBL and fostering a more engaging and interactive learning environment.

**Keywords:** Canva, project-based learning, English language learning, student engagement, digital literacy, creativity, collaborative learning.

## **INTRODUCTION**

This study aims to explore the implementation of Canva as a learning medium in project-based English learning at SMAN 1 Banjaran. By investigating the experiences of teachers and students, the study seeks to understand how Canva can be used to support project-based learning and its impact on student engagement, creativity, and collaboration.

The use of Canva in educational settings offers several advantages. As a versatile and user-friendly platform, Canva enables teachers and students to create visually appealing and professional-quality visual content, including posters, presentations, and infographics. This capability aligns well with the objectives of PBL, where students are encouraged to present their project outcomes in creative and engaging ways. By utilizing Canva, students can improve their digital literacy skills and develop a deeper understanding of visual communication, which is increasingly important in the digital age.

Previous research has highlighted the benefits of incorporating visual design tools in language learning. For instance, Fauziyah et al. (2022) demonstrated that using "Canva for Education" positively impacted students' writing skills and enthusiasm for learning procedural texts. Similarly, Pasini (2017) emphasized the importance of visual literacy in language education, noting that it enhances students' ability to interpret and create visual content, thereby supporting language development.

The Cooperative Learning (CL) method is very supportive in English language learning, the cooperative method is to do the tasks given by the teacher together in small groups, which focuses on group activities for students. Students not only compete with each other, but are directed to achieve the same goals in learning. According to Johnson and Johnson, (2009) quoted from (Keramati & Gillies, 2022) said that When students connect and socialize with each other they will work together to achieve the same goals in learning. according to the statement the group learning model can increase understanding and instill social skills to work together and collaborate, then can increase awareness that students need to learn to think, solve the problem. According to (Padillah & dan Setiana, 2022) states that there is an influence with cooperative learning models on students' social skills.

Despite the promising potential of Canva in educational contexts, its integration into PBL presents certain challenges. Teachers need to design and facilitate effective projects that integrate language skills with content knowledge while addressing the diverse needs and interests of students. Additionally, assessing student learning outcomes and project products in a valid and reliable manner remains a concern. This study seeks to address these challenges by examining the implementation of Canva in PBL at SMAN 1 Banjaran, focusing on the experiences and perceptions of both teachers and students.

## **METHODOLOGY**

This study employs a qualitative research methodology to explore the implementation of Canva in PBL at SMAN 1 Banjaran. The research involves observations and interviews with teachers and students to gather comprehensive insights into their experiences and perceptions regarding the use of Canva in the PBL context.. Data for this study were collected from teachers and students at SMAN 1 Banjaran who participated in PBL activities using Canva. The participants included English language teachers who integrated Canva into their teaching practices and students who engaged in project-based learning tasks utilizing Canva as a tool for creating visual content. The data collection process involved a combination of observations and interviews. Observations were conducted during PBL sessions to understand how Canva was used in practice, while

interviews with teachers and students provided in-depth insights into their experiences and perceptions. Data analysis involved thematic analysis, where qualitative data from observations and interviews were systematically coded and categorized into themes. This approach allowed for the identification of key patterns and insights related to the use of Canva in PBL and its impact on students' language learning experiences.

## **FINDINGS AND DISCUSSION**

### **How do teachers implement Canva as a learning media in project based English learning at SMAN 1 Banjaran?**

The integration of Canva in English language learning at SMAN 1 Banjaran revealed significant insights into teaching practices and student engagement. Based on interviews and classroom observations, several key areas were identified, Planning and Preparation, Teachers invested substantial effort into planning lessons with Canva, selecting templates that aligned with learning objectives. This facilitated the creation of engaging materials, as noted by Mr. IT, who emphasized Canva's role in making learning more engaging through its diverse visuals. Research by Ertmer and Ottenbreit-Leftwich (2018) shows that technology accessibility is a key factor in the successful integration of technology in education. In-Class Implementation, Teachers provided live demonstrations and tutorials to ensure students could effectively use Canva. This approach was supported by real-time assistance, which helped students overcome initial challenges, as described by Mr. AN, Canva helps make teaching materials more attractive and boosts students' confidence in communicating in English. Student Interaction and Collaboration, Canva's collaborative features promoted teamwork and peer learning. Students engaged in group projects, creating posters and infographics, which fostered a sense of community. Student F noted that working with Canva in groups made learning more enjoyable. Assessment and Feedback, Teachers used Canva projects for formative assessment, evaluating students' understanding and skills in a comprehensive manner. This approach allowed teachers to assess creativity, content accuracy, and language proficiency. Research by Stahl, Koschmann, and Suthers (2020) showed that the use of digital tools in projects can improve creativity and the quality of student work.

The use of Canva as a learning tool has been positively received by both students and teachers at SMAN 1 Banjaran. Students reported an increase in engagement and creativity when using Canva for their projects. Adoniou and Macken-Horarik (2018) and Karaca et al. (2019) found that when new technologies are introduced in a clear and practical way, students are more likely to feel comfortable and motivated to use them. The visual and interactive nature of Canva allows students to express their ideas more freely and creatively, which enhances their overall learning experience. This aligns with the findings of Wulandari (2018), who emphasized the positive impact of Canva on students' learning outcomes in explanatory text writing. The integration of Canva in PBL encourages collaborative learning among students. As Johnson and Johnson (2017) highlighted, cooperative learning frameworks can significantly enhance student participation and learning outcomes. In this study, students worked together on Canva projects, which not only improved their language skills but also fostered a sense of community and teamwork.

### **How is the impact of using Canva as a learning media in project based English learning at SMAN 1 Banjaran?**

The use of Canva as a learning tool also impacted student skill development in several areas: First, Language Skills. Canva projects enhanced students' reading, writing, speaking, and listening skills. For example, creating a presentation on a literary analysis required students to read, interpret, and present texts, thereby improving their comprehensive language skills. Research

by Zimmerman (2019) shows that the use of technology in project assignments can improve student learning outcomes by giving them better tools to structure and present their ideas. Alharbi and Drew (2017) showed that the use of visual tools such as Canva can help students understand and present information more effectively. Second, Digital Literacy, Regular use of Canva helped students become proficient in digital tools, essential for 21st-century learning. Student G shared that familiarity with Canva boosted their confidence in using other digital platforms. Third, Critical Thinking, Designing infographics and presentations required students to synthesize information and present it effectively. This process enhanced their critical thinking and problem-solving abilities, as noted by Student D. Research by Hattie (2017) also emphasized that technology-based projects can improve critical thinking and collaboration skills. Fourth, Collaboration, Collaborative projects on Canva improved students' ability to work together, divide tasks, and provide constructive feedback. Teachers observed that these projects fostered a sense of cooperation and positively impacted the learning environment. Gillies (2016) states that collaboration in learning can develop students' social and academic skills, as well as improve their understanding of the subject matter.

Teachers at SMAN 1 Banjaran have adopted various strategies to integrate Canva into their teaching methods. They utilized blended learning approaches, where Canva was used alongside traditional teaching methods to create a more dynamic and engaging classroom environment. This approach is supported by the findings of Karaca et al. (2019), who noted the positive impact of technology integration on student engagement.

However, the implementation of Canva was not without challenges. Teachers faced difficulties such as limited access to technology and the need for continuous professional development to effectively use digital tools in the classroom. This resonates with the observations of Koehler and Mishra (2009) on the importance of technological pedagogical content knowledge (TPACK) for successful technology integration in education

## **CONCLUSION**

The implementation of Canva as a learning tool in project-based English language learning at SMAN 1 Banjaran has proven to be highly effective in enhancing both student engagement and learning outcomes. This study demonstrates that Canva's user-friendly platform and diverse range of visual tools can significantly enrich the educational experience by fostering creativity, collaboration, and critical thinking skills among students.

Students reported increased motivation and enjoyment when using Canva for their projects, which led to improvements in their language proficiency, digital literacy, and overall confidence in communicating in English. The collaborative nature of Canva projects also promoted teamwork and peer learning, contributing to a more inclusive and dynamic classroom environment. These findings align with previous research, highlighting the positive impact of digital tools on student learning and engagement.

Teachers at SMAN 1 Banjaran successfully integrated Canva into their teaching strategies, utilizing its features to create visually appealing and interactive learning materials. Despite some challenges related to technology access and the need for ongoing teacher training, the overall impact of Canva on teaching practices was overwhelmingly positive. Teachers found that Canva facilitated the delivery of content in a more engaging manner and provided an effective means for formative assessment.

This research underscores the potential of Canva as a valuable tool for enhancing project-based learning in English language education. It offers insights into effective teaching strategies and emphasizes the importance of technology integration in modern educational settings. Future research could explore the long-term effects of using Canva in various educational contexts and investigate ways to overcome the challenges identified in this study.

Overall, the findings of this study highlight the transformative potential of digital tools like Canva in creating a more interactive, engaging, and effective learning environment. By leveraging these tools, educators can better prepare students for the demands of the 21st-century world, equipping them with the skills necessary for success in an increasingly digital and interconnected society.

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