



Students' Perception on the Use of Canva as a Presentation Tool: The Study at SMA Srijaya Negara Palembang

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Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-06 Keywords: Canva; Students' Perception; Presentation Tool; English Learning.	In the context of 21st-century learning, the integration of digital tools is essential to enhance student engagement and academic success. The aim of this study is to investigate students' perceptions of using <i>Canva</i> as a presentation tool in English language learning at SMA Srijaya Negara Palembang. The research employed a quantitative descriptive method using a closed-ended questionnaire that covered three indicators: <i>Perceived Usefulness</i> (PU), <i>Perceived Ease of Use</i> (PEOU), and <i>Behavioral Intention</i> (BI). The participants consisted of 91 tenth-grade students, and the collected data were analyzed statistically to obtain mean scores and standard deviations on a 7-point Likert scale. The results showed that students' perceptions were consistently in the "High" category, with mean scores of 5.78 for PU, 5.77 for PEOU, and 5.70 for BI. These findings indicate that students perceive Canva as an effective and easy-to-use tool for classroom presentations and demonstrate a strong intention to continue utilizing it in future academic projects. In conclusion, Canva is recognized as a valuable digital resource that not only supports English language learning but also strengthens students' presentation skills and enhances their digital literacy, thereby contributing to the development of 21st-century competencies.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-06 Kata kunci: Canva; Persepsi Siswa; Alat Presentasi; Pembelajaran Bahasa Inggris.	Dalam konteks pembelajaran abad ke-21, integrasi perangkat digital sangat penting untuk meningkatkan keterlibatan siswa dan keberhasilan akademik. Penelitian ini bertujuan untuk mengetahui persepsi siswa mengenai penggunaan <i>Canva</i> sebagai alat presentasi dalam pembelajaran Bahasa Inggris di SMA Srijaya Negara Palembang. Penelitian ini menggunakan metode deskriptif kuantitatif dengan kuesioner tertutup yang mencakup tiga indikator, yaitu <i>Perceived Usefulness</i> (PU), <i>Perceived Ease of Use</i> (PEOU), dan <i>Behavioral Intention</i> (BI). Sebanyak 91 siswa kelas X berpartisipasi sebagai responden, dan data yang diperoleh dianalisis secara statistik untuk memperoleh skor rata-rata dan standar deviasi pada skala Likert 7 poin. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap Canva secara konsisten berada dalam kategori "Tinggi", dengan skor rata-rata 5,78 untuk PU, 5,77 untuk PEOU, dan 5,70 untuk BI. Temuan ini mengindikasikan bahwa siswa memandang Canva sebagai alat yang efektif dan mudah digunakan untuk presentasi di kelas serta menunjukkan minat yang kuat untuk terus memanfaatkannya dalam proyek akademik di masa depan. Dengan demikian, Canva dapat dianggap sebagai sumber daya digital yang bernilai karena tidak hanya mendukung pembelajaran Bahasa Inggris, tetapi juga memperkuat keterampilan presentasi dan meningkatkan literasi digital siswa, sehingga berkontribusi terhadap pencapaian kompetensi abad ke-21.

I. INTRODUCTION

In this digital age, the development of technology in education has led to the creation of a number of tools that are utilized in the teaching and learning process. One of the most reliable teaching strategies for assisting students in developing their language abilities is the use of presentations in the classroom. Presentations are formal forms of communication in which the group is informed through activities (Ati & Parmawati, 2022). Bhati (2012) contends that presentations mitigate plagiarism concerns, as each student must personally present their work.

Presentation activity offers students a new experience, and when the audience asks questions about the subject, they may be inspired to talk more.

One of the applications that provides a tool for creating presentations is Canva. Canva is a digital design and presentation tool has become more and more popular in educational settings because of its vast template library and easy-to-use interface. Even those without design skills can use Canva because it offers a large selection of themes, icons, fonts, and photos (Pedroso et al., 2023). Furthermore, Canva provides a variety

of designs that may be altered to fit to the educational needs (Marwadi & Saudiq, 2022).

In the context of education, Canva is seen as an app that should be made available to students due to its ability to make a variety of instructional materials simple for them to develop. Canva makes it simple for students to create English learning resources for their assignments, such as infographics, presentations, posters, and much more (Sari, et al., 2023). Canva's user-friendly interface and extensive design possibilities make it an excellent tool for educators looking to generate compelling and effective teaching materials (Sugiani, 2023).

Investigating the use of Canva as a presentation tool in English classrooms is especially important given the increased emphasis on digital literacy and visual communication skills. Arifin et al. (2021) believe that tools like Canva can help bridge the gap between old teaching methods and new digital practices, making learning more engaging and relevant to students. Nanda and Fatimah (2023) highlight Canva's ability to increase student motivation and engagement by delivering an engaging and visually appealing learning environment.

Various studies have highlighted the positive impact of Canva in English education. Sugiarni, Widiastuti, and Tahrin (2024) found that Canva's integration into lesson planning at a vocational high school supported student engagement and creativity. Similarly, Sugiani (2023) reported that Canva enhanced students' writing skills, creativity, critical thinking, and motivation. Nanda and Fatimah (2023) discovered that high school students perceived Canva positively, as it encouraged their interest, creativity, and active involvement in learning English. Fauziyah et al. (2022) further demonstrated the effectiveness of *Canva for Education* in improving procedural text writing skills while also fostering students' enthusiasm for learning. Although these studies confirm Canva's effectiveness in improving writing skills, motivation, and overall engagement, most of the existing research has primarily focused on Canva as a tool for writing or general English learning activities. However, limited attention has been given to Canva's specific role as a presentation tool in English classrooms. This gap highlights the need for the present study, which aims to explore students' perceptions of using Canva for presentations in English language learning.

During the writer academic journey, the writer completed Pengenalan Lapangan Persekolahan course at SMA Srijaya Negara Palembang that enabled the writer to observe the teaching and learning process in the classrooms. This allowed the writer to find out that the teachers at this school used the Canva application as a medium for learning and as a presentation tool in their classroom. This experience initiated the writer's interest to know about what the students' perceived about using Canva as a presentation tool in their English classroom. Previous related studies focused on Canva as a tool for improving writing abilities or as an interactive learning platform, while this present study attempts to investigate Canva as a presentation tool through the students' perspectives. Thus, this study aims to find out the students' perception of using Canva as a presentation tool in their English classroom at SMA Srijaya Negara Palembang.

II. METHOD

This study employed a quantitative descriptive research method to investigate the students' perceptions of Canva as a presentation tool in the English classroom. This study was conducted at SMA Srijaya Negara Palembang which is a private senior high school in Kota Palembang. The populations were the tenth-grade students, and there were 91 respondents as a sample for this study. The quantitative data in this study were gathered primarily through the use of a closed-ended questionnaire with total of 14 questions. The development of the questionnaire was guided by the Technology Acceptance Model (TAM) originally proposed by Davis (1989). In this study, the TAM framework includes three main constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). The questionnaire was adapted to fit the educational context and the specific use of Canva as a presentation tool in English classrooms.

Validity and reability analysis is also used to check whether the questionnaire produces valid and legitimate data for its intended purpose. Validity refers to the extent to which an instrument accurately measures what it is intended to measure (Fraenkel & Wallen, 2009). In this study, the questionnaire data has a validity score ranging from 0.777 to 0.940 based on the calculation with Microsoft Excel and Pearson Correlation Coefficient. While, reliability is described as the degree to which an

assessment tool produces stable and consistent outcomes (Fraenkel & Wallen, 2009). The questionnaire data in this study has a reliability score of 0.972 according to the calculation with Microsoft Excel and Cronbach's Alpha Method.

The responses from the sample students were analyzed statistically to measure the mean scores and the standard deviations. Each item in the questionnaire was assessed on a 7-point Likert scale with 1 (Strongly Disagree) to 7 (Strongly Agree). To interpret the mean scores, this study used the interval width formula as proposed by Pimentel (2019). The table below shows the classification of mean scores used in this study.

Tabel 1. Mean Sore Interval

No	Interval	Description
1	1.00-1.85	Very Low
2	1.86-2.71	Low
3	2.72-3.57	Fairly Low
4	3.58-4.43	Neutral
5	4.44-5.29	Fairly High
6	5.30-6.15	High
7	6.16-7.00	Very High

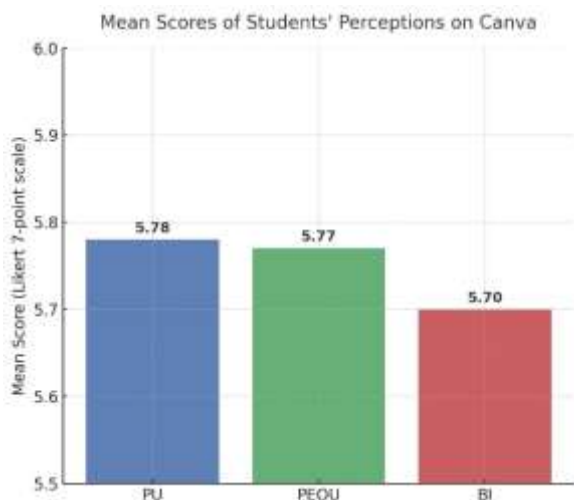
III. RESULT AND DISCUSSION

A. Result

Students' perception on the use of Canva as a presentation tool in English classroom are presented in the table below:

Tabel 2. Result of the Questionnaire

No	Indicators	Mean	Std. Deviation
1	Perceived Usefulness	5.78	1.097
2	Perceived Ease of Use	5.77	1.029
3	Behavioral Intention	5.70	1.095



1. Result of Perceived Usefulness

Perceived Usefulness indicator is designed to determine students' perceptions of the benefits of utilizing Canva as presentation tool in their English learning process. This indicator includes six statements that examine how Canva influences students' learning efficiency, effectiveness, and performance. Table 2 shows that overall the mean scores for the six items in Perceived Usefulness was 5.78 and the standard deviation with the overall average of 1.097 suggests that student responses vary moderately. Among the six PU items, the second statement (SD = 1.086) and the sixth statement (SD = 1.088) had values closest to the overall average. This consistency indicates that students had relatively diverse opinions on Canva's capacity to increase productivity and help them accomplish presenting task more quickly.

2. Result of Perceived Ease of Use

Perceived Ease of Use (PEOU), focuses on students' perceptions of the simplicity and convenience of using Canva as presentation tool in English lessons. This indicator consists of six statements that assess students' ability to access, comprehend, and use the Canva platform as a learning tool. As shown in the table 2, overall the mean scores for PU items was 5.77 and the standard deviation of 1.029 indicates a moderate yet slightly lower level of response variability compared to the PU indicator. This represents a moderate level of variety in student responses. The eighth statement contained the lowest standard deviation, 0.968. This comparatively low value suggests that students had a strong consensus on how easy it was to control Canva's features while creating presentations. In contrast, the eleventh assertion had the biggest standard deviation (1.133). This implies a broader range of student perspectives on their capacity to become proficient with Canva.

3. Result of Behavioral Intention

Behavioral Intention to Use (BI), examines the students' willingness and intent to continue using Canva specifically as presentation tool in their future English

learning activities. This indicator has two statements that show students' long-term engagement, motivation, and preference for using Canva in their academic presentation practices. Based on table 3, the overall average mean score was 5.70 and the standard deviation with an average of 1.095 demonstrates a moderate difference in students' intentions to continue using Canva. The thirteenth statement had a standard deviation of 1.034, which is slightly less than the overall average. This demonstrates constant replies among students, indicating a shared desire to continue using Canva. In comparison, the fourth statement had a greater standard deviation of 1.156. This suggests that students' expectations for future use are more vary, some students may remain unsure or have conflicting opinions about long-term use.

B. Discussion

Based on the data description, the analysis results suggested that students at SMA Sri Jaya Negara Palembang had a high level of positive perception toward using Canva as a presentation tool in English learning. According to the results, all three indicators fell into the "High" category on the 7-point Likert scale interpretation interval, indicating students' high agreement that Canva helps their academic success, is easy to use, and is likely to be continually adopted in future. These findings show that Canva is not only widely accepted by students, but also regarded as an effective, practical, and engaging digital tool for improving English presentation activities in the classroom setting.

Based on the results of the first indicator: Perceived Usefulness (PU), students found Canva to be highly useful in helping their English classroom presentations. All six PU items achieved mean scores in the "High" category, with an overall average score of 5.78. This means that the majority of students stated that using Canva increased their performance, productivity, and effectiveness in preparing and presenting the ideas. In the fourth statement "I find Canva to be useful for making presentations in English class", 19 students strongly agreed, 27 agreed, and only 6 were neutral, yielding in the highest mean score of 6.05. Even though the first statement

"Using Canva improves my performance in English class presentation" received the lowest score (mean = 5.55), it still showed strong support, with 14 "strongly agree" and 23 "agree" responses. This significant agreement suggests that Canva was regarded as a useful presentation tool that improves student learning results. These findings are consistent with previous research by Fauziyah et al. (2022), who discovered that Canva for Education improved students' writing performance in procedural texts. Although the skill area is different, both results demonstrate Canva's impact on student engagement and task efficiency. Similarly, Priyatna et al. (2023) found that college students perceived Canva as highly useful, easy to access, and well-suited for supporting English writing classes. Likewise, Shadiev and Yang (2020) in Taiwan reported that integrating multimedia applications improved students' language learning motivation and achievement. These results strengthen the current finding that Canva, as a multimedia tool, effectively supports English classroom learning by enhancing usefulness.

Based on the result of the second indicator: Perceived Ease of Use (PEOU), students also expressed satisfaction with Canva's ease of use for presentations. The average mean score for the six PEOU items was 5.77, with all items falling into the "High" category. Students generally agreed that using Canva, utilizing its features, and producing presentations with it were simple and accessible. The highest mean score in this indicator was in the twelfth statement "I find Canva easy to use for making presentations in English class" garnered 16 "strongly agree" and 26 "agree" response with a mean of 5.91. Similarly, the eighth statement and ninth statement exhibited high levels of agreement (13 and 12 "strongly agree" replies, respectively), demonstrating that Canva's design is straightforward. These findings are in line with a study conducted by Gito and Martriwati (2024), which investigated high school students' perceptions of using Canva in English learning activities. Their findings found that all items relating to Canva's usability received a "Very Good" rating. Students regularly stated that Canva was straightforward, accessible, and simple to use, especially when designing English learning resources. Additionally, Lam (2014) evaluated the effectiveness of Prezi in higher

education and reported that while Prezi can be an effective teaching aid, its benefits are not automatic but rather contingent upon appropriate pedagogical use. This finding resonates with the current study, in which high perceptions of usefulness and ease of use indicate potential benefits, but sustained learning impact depends on how Canva is integrated into the teaching and learning process.

According to the result of the last indicator, the Behavioral Intention (BI) indicator assessed students' intentions to continue using Canva for classroom presentations in the future. The average mean score for this indicator was 5.70, placing it in the "High" category. The thirteenth statement "I intend to continue using Canva for English classroom presentations in the future" received 15 "strongly agree" and 25 "agree" responses. Meanwhile, the fourteenth statement "I predict I would continue to use Canva as my presentation tool in English classroom" had a somewhat lower mean score of 5.59, but it still demonstrated strong positive sentiment, with 11 students choosing "strongly agree" and 26 selecting "agree." These findings demonstrate that students have a consistent behavioral intention to use Canva in future academic tasks, supporting Canva's widespread acceptance as a dependable digital presentation tool. This finding is consistent with Pratama and Hikmat's (2024) findings, which found that students not only enjoyed using Canva, but also showed improved motivation and intention to continue using it in English lessons.

From a broader perspective, these findings contribute to the discussion of digital literacy and 21st-century communication skills. Canva encourages students to not only develop technical skills in digital content creation but also fosters collaboration, creativity, and communication as key competencies for modern learners (Trilling & Fadel, 2009). The platform's ability to enhance presentation quality while engaging students supports the integration of technology for lifelong learning skills. Nevertheless, the use of Canva also comes with limitations. The tool requires stable internet connectivity, which may be a challenge in areas with limited infrastructure. Furthermore, while Canva offers many free features, some advanced tools remain restricted to premium accounts, potentially

limiting access for students from less advantaged backgrounds (Sugiani, 2023). These constraints highlight the importance of considering technological accessibility when integrating digital tools into classrooms.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The findings revealed that students' perceptions of Canva as a presentation tool were consistently in the "High" category across all indicators. Canva was regarded as useful, easy to use, and engaging for English classroom presentations, while most students expressed a strong intention to continue using it in future academic tasks. Overall, Canva demonstrated potential to enhance students' motivation and presentation skills, making it an effective digital aid in English learning.

B. Suggestion

Three suggestions are proposed for teachers, students, and future researchers. First, for teachers, it is advised to actively integrate Canva into classroom presentation activities, particularly in speaking and project-based learning tasks. Second, students are encouraged to continue using Canva as a tool for improving their digital literacy and presenting abilities. Third, further studies may employ experimental or mixed-method designs to examine Canva's impact on students' learning outcomes, motivation, and long-term academic achievement.

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