

STUDENTS' ENGLISH LANGUAGE EDUCATION STUDY PROGRAM PERCEPTION IN USING CANVA

Oleh :

Puspita Hasibuan¹⁾, Nurhasanah²⁾, Pinmade Vionita Tampubolon³⁾, Maisaro⁴⁾, Muhammad Ikhwan⁵⁾
^{1,2,3,4,5} Fakultas Pendidikan Ilmu Pengetahuan Sosial dan Bahasa, Institut Pendidikan Tapanuli Selatan
email: puspitahasibuan78@gmail.com

Informasi Artikel

Riwayat Artikel :

Submit, 16 Maret 2026
Revisi, 24 Mei 2026
Diterima, 25 Mei 2026
Publish, 26 Mei 2026

Kata Kunci :

Students' Perception,
Canva,
Students' Performance.



ABSTRAK

The students' perception in using canva application on their presentation performance is the aim of this study. The informants of this study consisted of 20 students. The researcher used a purposive sampling technique to obtain subjects or informants. Data were obtained by distributing questionnaires and observations to informants. It was found that the results of student perceptions, eighth semester of the English Language Education Study Program, Institut Pendidikan Tapanuli Selatan is a positive category. The researcher found that the average score of the Strongly Disagree (1,25%), Disagree (18.75%), Neutral (32.75%) and Agree (41.5%), Strongly Agree (4.75%). Furthermore, the results of the students' presentation performance uses Canva application is positive category, the researcher found that the average score of the category is Very bad (1,25%), Not good (15%), Fairly good (56,75%), Good (12,25%) and Very good (6,25%) is categories Fairly Good.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Corresponding Author:

Nama: Puspita Hasibuan
Afiliasi: Institut Pendidikan Tapanuli Selatan
Email: puspitahasibuan78@gmail.com

1. INTRODUCTION

Canva is a very popular application used in creating power point (PPT) presentation assignment designs and learning media.

Canva is a trending application with unique and interesting templates that is in great demand by students to help them in doing presentations. Canva has various and non-various features that can be accessed by all users. It has potential to change the way lecturers teach and the way students learn.

Canva, developed by Canva, is widely recognized as a popular digital design platform that supports the creation of PowerPoint (PPT) presentations, learning media, and other visual content. Its user-friendly interface and wide range of customizable templates make it especially appealing to students, allowing them to produce visually engaging presentations with minimal technical expertise. According to Davis (2019), the integration of digital tools in education can significantly enhance students' engagement and motivation, particularly when the tools are intuitive and visually appealing. This explains why Canva has become a trending

application among students for academic presentations.

In the context of learning, Canva does not only function as a design tool but also plays a role in fostering students' creativity and critical thinking. Amabile (1996) states that creativity is influenced by the availability of tools that allow individuals to express ideas effectively. Through Canva, students are able to explore various visual elements such as layouts, colors, and multimedia integration, which can improve the quality of their presentation performance. However, despite these advantages, not all students experience Canva positively. Some students may encounter difficulties such as limited technical skills, lack of internet access, or confusion in selecting appropriate design elements. Additionally, anxiety related to using new technology can affect students' confidence and performance (Venkatesh et al., 2003).

Previous studies have discussed the benefits of digital tools in enhancing learning outcomes and presentation skills. For example, Mayer (2009) emphasizes that well-designed multimedia

presentations can improve understanding and retention of information. However, most of these studies focus broadly on technology integration or multimedia learning, rather than specifically examining students' perceptions of Canva as a presentation tool. Furthermore, existing research often highlights the positive impacts of such tools, while less attention is given to the challenges and difficulties students face when using them, especially in higher education contexts.

Based on the explanation above, there is still limited research that specifically explores both the positive perceptions and the difficulties experienced by students in using Canva for presentation performance, particularly among eighth semester students in English Education programs. In addition, there is a lack of context-specific studies conducted at Institut Pendidikan Tapanuli Selatan, which makes it important to investigate how students in this institution perceive and utilize Canva in their academic presentations. Therefore, this study aims to fill this gap by providing a comprehensive analysis of students' perceptions and identifying the challenges they encounter when using Canva in presentation performance.

Initial observations at Institut Pendidikan Tapanuli Selatan indicate that most eighth semester students in the English Language Education Study Program show a high level of interest in using Canva to complete assignments and create presentations. This suggests that Canva has strong potential to support students' presentation performance. However, without a deeper understanding of students' perceptions and the difficulties they face, the effective integration of Canva into learning activities cannot be fully optimized. Therefore, this study is necessary to provide insights that can help lecturers and students maximize the benefits of Canva while addressing its potential challenges.

1. Perception

a. Definition of perception

The word of perception comes from English, perception, which means: perception, vision, response. Perception as a process that individuals go through to organize and interpret of interpret their sensory impressions in order to give meaning to their environment.

Based the explanation given above, Perception is which is a way of looking at something or expressing an understanding of the results of processing the power of thought, meaning that perception is related to external factors that are responded to through the five senses, memory, and soul power Perception is a source of new knowledge that someone obtains about the world and the environment that surrounds them. Knowledge is power, without knowledge humans cannot act effectively. Perception is the main source of that knowledge.

b. Types of perception

According to Robbins (2002) in Hasibuan, et al (2024) there are two categories of perception, namely positive and negative perception.

c. Indicators of perceptions

Perception is divided into three indicators, such as acceptance, understanding and evaluation.

d. Factors that influence perceptions

Factors that play a role in social perception are as follow: 1. Functional Factors. 2.Structural Factors, 3. Situational Factors, 4. Personal Factors

2. Canva

a. Canva

According Fauzia et al (2024:10-11) Canva is a bold platform and a very popular application in the world of graphic design and brand development today. Next, According Junaedi (2021) Wardani et al (2022) in Choirunnisa and Fadly (2023:231) "Canva is one of the applications from the world of technology that can be used by anyone. 21st century teachers are required to have proficiency in digital media as a necessary form of literacy.

Based the explanation given above, it can be concluded that the Canva application is very big in helping individuals to complete assignments or projects that are carried out through the available templates and it can be concluded that the Canva application has enormous potential in the learning process, especially in performance presentations.

b. Types of Canva

According Pelangi (2020) in Sobandi et al (2023:100) "Revealed other advantages of the Canva application, namely: 1.Providing a variety of attractive templates, so that conveying information tends not to be boring; 2.Increasing the creativity of teachers and students in creating learning media and operating various available features; 3. Practical and can save time designing learning media; 4. Design planning can be done on various devices such as: PC, laptop, tablet, cell phone and other devices".

According to Fauzia et al (2024:11-13) the types of canva application divided six parts, they are:1. Canva for Individuals, 2. Canva for Work, 3. Canva for Education, 4. Canva Pro Canva's premium, 5. Canva Enterprise Canva's special solution, 6. Canva Print A printing service offered.

c. Advantages and Disadvantages of Using Canva

Revealing the advantages of the Canva application, namely: 1.Providing a variety of attractive templates, so that the delivery of information tends not to be boring; 2. Increasing the creativity of teachers and students in creating learning media and operating various available features; 3.Practical and can save time designing learning media; 4. Design planning can be done on various devices such as: PCs, laptops, tablets, mobile phones and other devices. The disadvantages of the Canva application are: 1. The Canva application relies on a sufficient and stable internet network, if there is no internet or quota on the gadget or laptop that will reach the Canva application, Canva cannot

be used or supported in the design process. 2. In the Canva application there are paid templates, stickers, illustrations, fonts, and so on. So, some are paid and some are not. But this doesn't matter because there are many other interesting and free templates. It's just how users can design something interesting and rely on their own creativity. 3. Sometimes the chosen design has similarities with other people's designs, whether it's the template, image, color, and so on.

3. Students' presentation performance

Presentation is presenting or presenting information to others with various purposes, such as; informing, influencing or inviting (persuasive). According to Khairul Anam in Haliza, Nur (2021:13) presentation is the process of communicating information or learning materials to forum participants with the help of supporting media, either in the form of visual, verbal or audio media. Presentation is part of communication where in its similarity it must create a common understanding between the resource person and the audience.

2. METHODOLOGY OF RESEARCH

This study used a qualitative descriptive approach to determine students' perceptions of presentation performance. This research was conducted at Insitut Pendidikan Tapanuli selatan, located at Jl. Sutan Mhd. Arif, Batang Ayumi Jae, Padangsidimpuan. The study lasted one week, from 08th May 2025 to 08th July, 2025 in 2024/2025 academic year. Data were collected through three instruments: lecturer interviews, questionnaires, and observations. Primary data, in the form of student and lecturer responses, and secondary data from relevant literature were used to strengthen the findings. The subjects in this study were eighth emester English Language Education study program, with a total of 20 students studied.

3. RESULT AND DISCUSSION

a. Students' Perception About Canva in Presentation Performance

This study used questionnaire data from 20 eighth semester English language education students. The qualitative data obtained was analyzed thematically to identify outcomes related to student perceptions. The data below represent the results of questionnaire calculations with Perception scores. The students' perception about canva application in presentation performance in the eighth semester of the English Education Study Program at at Institut Pendidikan Tapanuli Selatan is positive category. Researchers describe students' perceptions including Strongly Disagree (1,25%), Disagree (18,75%), Neutral (32.75%), Agree (41.5%), and Strongly Agree (4.75%).

b. Students' presentation performance in using canva application

This study used observation data from 20 eighth semester English language education students.

The qualitative data obtained was analyzed thematically to identify outcomes related to student perceptions. The data below represent the results of questionnaire calculations with Perception scores. The students' presentation performance in using canva application in the eighth semester of the English Education Study Program at Institut Pendidikan Tapanuli Selatan is a positive category. Researchers describe students' presentation performance including Very bad (1,25%), Not good (15%), Fairly good (56,75%), Good (12,25%) and Very good (6,25%).

The research findings show that the perception of eighth semester students of the English language education study program at Institut Pendidikan Tapanuli Selatan is generally positive. Based on a questionnaire conducted with 20 students, the researcher described student perceptions including Strongly Disagree (1,25%), Disagree (18.75%), Neutral (32.75%), Agree (41.5%), and Strongly Agree (4.75%).

Based on the results above, it can be concluded that student perceptions of Canva refer to positive perceptions where Canva is very helpful for students in creating learning media, especially in creating various kinds of PPT presentations. Not only that, Canva application also helps students to increase creativity in creating their own design media.

Research findings indicate that eighth semester students' perceptions of English Education study program at Institut Pendidikan Tapanuli Selatan are generally positive. Based on observations conducted with 20 students, researchers describe students' presentation performance as Very bad (1,25%), Not good (15%), Fairly good (56,75%), Good (12,25%) and Very good (6,25%).

4. CONCLUSION

This study focused on students' perceptions of using canva in students' presentation performance at the English Education Study Program in Institut Pendidikan Tapanuli Selatan, revealed several important findings. In general, student perceptions, especially regarding the Canva in presentation performance were positive, with students expressing interest in using the Canva in completing assignments, particularly in creating presentation slides, where 80% students use Canva in completing assignments and creating presentation media

5. REFERENCES

- Choirunnisa, Avifa And Ahmad Fadly. 2023. The use of Canva Application on Material of Advertising Text. *Jurnal Pendidikan Dan Pengajaran*. Vol.56 No.2, 2023. Hal 230-240
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340. <https://doi.org/10.2307/249008>
- Fauzia et al. 2024. *Bedah Aplikasi Canva Strategi dan*

- Teknik Desain*. Yogyakarta : Pemuda Media
- Hasibuan, Asriani et al. 2024. Persepsi Mahasiswa English as Foreign Language Terhadap Pemanfaatan Artificial Intelligence Pada Mata Kuliah Writing. *Skripsi* : Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Ips Dan Bahasa Institut Pendidikan Tapanuli Selatan
- Koiriyah. 2022. Tahap Pengembangan Media Penyebaran Aplikasi Canva Menggunakan Model Four-D Pada Pembelajaran Jarak Jauh. *Jurnal Ilmu-Ilmu Sosial*. Vol.19 No.2. 2022, Hal. 650-658
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511811678>
- Sobandi, A et al. (2023). Pemanfaatan Fitur Aplikasi Canva Dalam Perancangan Media Pembelajaran Berbasis Pendekatan Microlearning. *Jurnal Pendidikan Manajemen Perkantoran*. Vol.8 No 1. Januari 2023, Hal. 98-109.
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425-478. <https://doi.org/10.2307/30036540>