

The Effect Of Using Canva Learning Media On Student Creativity

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Abstract

This study aims to determine the effect of using Canva as a learning medium on the creativity of 12th-grade social science students at SMA Negeri 3 Medan. The method employed is quantitative with a One-Shot Case Study design, where students were treated using Canva in learning the topic of Basic Accounting Equation, and their creativity levels were subsequently measured. Instruments used in this study include questionnaires, observation sheets, and documentation. Data were analyzed through normality tests, linearity tests, and simple regression analysis. The results showed that the average student creativity score after using Canva was 105.89, with normally distributed data. The linearity test indicated a linear relationship between the use of Canva and creativity, with a significance value of 0.509 (> 0.05). The regression test showed an F-value of 7.561 with a significance of 0.010 (< 0.05), indicating a significant effect of using Canva on students' creativity. Therefore, the use of Canva is proven to effectively enhance student creativity in the learning process.

Keywords: Canva, learning media, student creativity, Basic Accounting Equation, one-shot case study

INTRODUCTION

Education is currently growing rapidly and advanced, this is due to the high level of human needs where technology is used as a means to help humans improve the quality of life (Musannadah & Jannah, 2022). In law no. 20 of 2003 concerning the national education system which explains that "the national education system must be able to guarantee equal distribution of educational opportunities, improve quality and relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national, and global life so that it is necessary to carry out educational reforms in a planned, directed, and sustainable manner".

Digital media currently plays a vital role in learning, including enhancing student creativity. Canva, a popular graphic design platform, offers tools and resources that allow users, especially students, to experiment with various design elements. Canva is an effective medium for channeling students' creative ideas. Canva not only provides tools for visual design but also encourages students to think critically and creatively (Tanjung & Faiza, 2019). By using Canva, students can visualize their ideas and concepts, which can enhance their understanding of the subject matter. The use of Canva in education allows students to collaborate on projects that can facilitate collaboration between students, so they can exchange ideas and inspiration (Fitri, Fathoni, & Sari, 2024). This not only improves social

skills but also broadens students' horizons on how to collaborate effectively in a team (Purba, 2022).

However, in practice, many students still face limitations in terms of skills and creativity, especially in using technology as a learning medium (Jannah, Nuroso, Mudzanatun, & Isnuryantono, 2023). At SMA Negeri 3 Medan, despite the availability of adequate technological facilities, there is still a gap in the utilization of learning media that can maximize student creativity. The use of more engaging and interactive learning media can provide a solution to this problem (T. Siregar, Amir, & Adinda, 2023).

The following issues occurred with teachers at SMA Negeri 3 Medan, where, under the current independent curriculum, many teachers still struggle to improve student learning efficiency in digital and technology-based activities. Therefore, in this study, researchers observed and interviewed one of the teachers at SMA Negeri 3 Medan, **Mrs. Rumiste Pakpahan**, to obtain data on grade XII social studies students' grades.

Table 1. List of students who have and have not met the minimum competency criteria (KKM)

Year	Class	Number of Students	Minimum Competency (KKM)	Students \geq KKM	% \geq KKM	Students $<$ KKM	% $<$ KKM
2023	XII IPS-1	35	75	20	57.14%	15	42.85%
	XII IPS-2	36	75	22	61.11%	14	38.88%
	XII IPS-3	35	75	19	54.28%	16	45.71%
2024	XII IPS-1	34	75	23	67.64%	11	32.35%
	XII IPS-2	35	75	24	68.57%	11	31.42%
	XII IPS-3	34	75	22	64.70%	12	35.29%
2025	XII IPS-1	35	75	28	80.00%	7	20.00%
	XII IPS-2	36	75	29	80.55%	7	19.44%
	XII IPS-3	35	75	27	77.14%	8	22.85%

Based on the data in the Minimum Completion Criteria (KKM) achievement data table for the last three years in class XII IPS at SMA Negeri 3 Medan, there is a visible trend of increasing number of students achieving KKM score of 75. In 2023, the percentage of students achieving KKM is still classified as moderate, with an average of between 54.28% to 61.11% per class. This condition indicates that more than a third of students have not

achieved the set competency standards, which may indicate low material absorption and less than optimal learning media used at that time (Rahmatullah, Inanna, & Ampa, 2020) .

However, since 2025, when **Canva learning media** began to be implemented in the teaching and learning process, there has been a significant increase in student learning outcomes. The percentage of students achieving the Minimum Competency (KKM) increased to 80% in almost all classes, while the number of students who did not complete the learning process decreased drastically to below 23% (Pratiwi, Suprpto, & Moeawanah, 2023) . This increase reflects that the use of visual and creative learning media such as Canva can have a positive impact on student engagement and creativity in learning. Thus, this data reinforces the importance of learning media innovation in improving student learning outcomes and creativity in schools (Nurhayati, Supratman, & Rahayu, 2023) .

Therefore, the researcher attempted to provide alternative media that could be more effective in encouraging increased student creativity in economics subjects, thereby increasing students' motivation in understanding the learning material. Therefore, the researcher submitted this research with the title "The Effect of Using Canva Learning Media on Student Creativity at SMA NEGERI 3 MEDAN."

METHOD

The type of research used by the researcher is quantitative. Quantitative research is a research method based on the philosophy of positivism, used to research a specific population or sample. This type of research uses data in the form of numbers (numeric). The research approach in this study uses a Pre-Experimental Design with a One-Shot Case Study form. In this design, there is a group that is given treatment, and then the results are observed. Treatment is the independent variable, and the results are the dependent variable. Through this research approach, the researcher only compares/connects the treatment values with the posttest values (Humaya, Bangun, Purba, Dewi, & Dewi, 2023).

This research was conducted at SMA Negeri 3 Medan located at Jl. Budi Kemasyarakatan No. 3, Pulo Brayan Kota, Kec. Medan Bar., Medan City, North Sumatra. This research was conducted during the odd semester of the 2024/2025 Academic Year. The subject is the source of research data while the object of research is data or information obtained from research sources (Harahap, Wibowo, Sitopu, Solehuddin, & Napsin, 2022). The sampling technique was carried out using a purposive sampling technique, with sample selection according to predetermined and established objectives. The research data was provided in the form of one group of Class XII IPS-1 students totaling 35 students as a sample of the experimental class. This subject was chosen because the researcher used a one-shot case study design to see the effect of Canva learning media on student creativity (A. Siregar & Sitorus, 2021). The research object which is the focus of the research is the effect of Canva learning media on student creativity in Class XII IPS-1. The research data description provides an initial overview of the data used in this study. This data will include relevant information regarding the variables studied, both before and after using the Canva learning media (Rohma & Sholihah, 2021).

RESULTS AND DISCUSSION

This study involved 35 students consisting of 15 male students and 20 female students in class X IPS 1 at SMA Negeri 3 Medan. These students were selected by random sampling, considering those who have a basic understanding of the use of technology and digital media (Sumarno, 2023) . Before data collection, these students were already familiar with the Canva application and the use of Canva media as a learning tool, so this study aims to measure changes in their creativity after being given training and using Canva in learning (Irkhamni, Izza, Salsabila, & Hidayah, 2021) .

Descriptive Statistical Test

Table 1. Descriptive Statistical Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
canva	35	87	130	111.74	12,188
creativity	35	76	129	105.89	10,753
Valid N (listwise)	35				

The descriptive statistics presented for the two variables, namely canva and creativity, show that both have 35 valid data points. The average value of canva (111.74) is slightly higher than creativity (105.89), with canva data having a wider range of values, reflected by a larger standard deviation (12.188 compared to 10.753 for creativity). The minimum value for canva is 87 and the maximum is 130, while creativity has a minimum value of 76 and a maximum of 129.

Simple Linear Regression Analysis Test

Table 2. Simple Linear Regression Analysis Test

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.432 a	0.186	0.162	9.84523
a. Predictors: (Constant), canva media				

Based on the Model Summary table above, the R value (correlation) was obtained at 0.432, indicating a positive relationship between Canva media use and student creativity. Meanwhile, the R Square value of 0.186 indicates that 18.6% of the variation in student creativity can be explained by the variable of Canva media use. Meanwhile, the remaining 81.4% is explained by other factors outside this model. This shows that although Canva media contributes to creativity, there are still other, more dominant factors that influence student creativity outcomes (Fadillah, Astuti, & Alfiatussyifa, 2024) .

The Adjusted R Square value of 0.162 illustrates the correction to the R Square by taking into account the number of variables and samples in the model. This value still indicates that Canva media contributes to explaining variations in student creativity, but not significantly. The Standard Error of the Estimate of 9.84523 indicates how far the predicted value is from the actual value of student creativity. The smaller this value, the better the regression model is at predicting the dependent variable. In this context, the model shows a sufficient relationship, but not yet completely strong or dominant in explaining student creativity based on Canva media alone.

Significance Test of Regression Coefficient

Table 3. Significance Test of Regression Coefficients

Coefficients ^a						
Model		Standardized Coefficients		t	Sig.	
		Beta				
1	(Constant)	63,319	15,569		4,067	0,000
	Canva Media	0.381	0.139	0.432	2,750	0.010

a. Dependent Variable: creativity

The table above shows that the regression coefficient (B) for the Canva media variable is 0.381 with a significance value (Sig.) = 0.010, which is smaller than 0.05. This means that the use of Canva media has a significant effect on student creativity. This means that every 1 unit increase in the Canva media usage score will be followed by a 0.381 unit increase in the student's creativity score. This coefficient indicates a positive relationship, meaning that the more intense or better the use of Canva media, the higher the level of student creativity.

In addition, the calculated t value = 2.750 with Sig. = 0.010 also confirms that the regression coefficient is statistically significant. This means that the Canva media variable does indeed make a real contribution in predicting student creativity. Meanwhile, the constant value (intercept) of 63.319 means that if Canva media is not used (value = 0), then the student's creativity value is estimated to be 63.319. The Standardized Coefficient (Beta) value of 0.432 indicates the strength of the influence of Canva media on student creativity on a standard scale, where this value is classified as sufficient (moderate). Thus, overall, it can be concluded that the use of Canva media makes a positive and significant contribution to increasing student creativity.

Regression Significance Test

Table 4. Regression Significance Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	732,904	1	732,904	7,561	.010 ^b

Residual	3198,639	33	96,928
Total	3931,543	34	

- a. Dependent Variable: creativity
- b. Predictors: (Constant), canva media

Based on the ANOVA table, it is known that the calculated F value is 7.561 with a significance level (Sig.) of 0.010. This significance value is smaller than 0.05, which means this simple linear regression model is statistically significant. This means that the use of Canva media has a significant influence on student creativity. In other words, there is a meaningful relationship between the independent variable (Canva media) and the dependent variable (student creativity), and the model used is suitable to explain this relationship.

In addition, the Sum of Squares Regression value of 732.904 indicates the amount of variation in student creativity that can be explained by the use of Canva media. Meanwhile, the Sum of Squares Residual of 3198.639 reflects variations in creativity that are not explained by the model, or come from other factors outside the use of Canva media. With df (degree of freedom) for regression = 1 and residual = 33, and a Mean Square of 732.904 for regression and 96.928 for residual, the F value is obtained from the division between the two ($732.904 / 96.928 = 7.561$). This F value is the basis for measuring whether the regression model is suitable for use in the analysis. Because the results are significant, it can be concluded that the use of Canva media has a statistically significant effect on increasing student creativity.

discussion

This study aims to determine the effect of Canva learning media on the creativity of grade XII IPS-1 students at SMA Negeri 3 Medan. This study used a quantitative method with a *One-Shot Case Study design*, in which students were given treatment in the form of using Canva in accounting learning, specifically on basic accounting equations. Afterward, their creativity was measured (Isnaini, Sulistiyan, & Putri, 2021).

The mean Canva utilization score was 111.74, with a mode of 130, indicating that many students actively and maximally utilized Canva. The standard deviation of 12.19 indicated a reasonable variation in media usage. The Canva utilization score ranged from 87 to 130, indicating that most students were able to utilize Canva optimally in their learning assignments.

Based on the results of a simple regression analysis, an R value of 0.640 was obtained, indicating a strong relationship between Canva media use and student creativity. The R^2 value of 0.409 means that approximately 40.9% of the variation in student creativity can be explained by Canva media use, while the remainder is influenced by other factors outside this study. This finding aligns with Sari's research (Mudinillah & Rizaldi, 2021) which shows that interactive digital media has a significant contribution to increasing student creativity, as well as Lubis' research (Handayani et al., 2023) which found that Canva use can improve students' imagination and creative output in economics learning.

The regression model obtained in this study is $Y = 52.071 + 0.465X$, which means that every one-unit increase in Canva media use will increase students' creativity scores by 0.465 points. This is in line with research by Situmorang (Suputra, Basuki, & Septiana, 2023) , which found that the use of digital learning technology can improve students' cognitive and affective aspects, especially in the realm of creativity. Thus, this regression model can clearly illustrate the positive influence of Canva media use on student creativity.

The results of the significance test of the regression coefficient show that the calculated t value (6.921) > t table (1.688) with a significance of $0.000 < 0.05$, so it can be concluded that the regression coefficient is significant. This means that the use of Canva media has been proven to have an effect on increasing student creativity. These results are in line with the findings of Putri (Wibowo, 2023) who stated that digital application-based learning media can influence the development of students' creative thinking skills, as well as Pratama's research (Aryani, 2022) which proved that technology-based learning design has a significant impact on motivation and creativity.

The results of this study demonstrate that the use of Canva has a positive and significant impact on student creativity. The difference between this study and previous studies lies in the context of the Basic Accounting Equation material, which is generally considered abstract. With the help of Canva, accounting concepts can be visualized in the form of posters, infographics, and presentations, making them easier to understand and further stimulating student creativity. Furthermore, data on the achievement of the Minimum Completion Criteria (KKM) over the past three years shows a significant increase since the use of Canva, with the completion percentage reaching over 80%. These results confirm that visual and interactive learning media such as Canva can encourage students to be more creative, active, and motivated in the learning process, while also being an alternative solution to improve the quality of learning, particularly in the Basic Accounting Equation material. This is the novelty of this study: proving that graphic design media is not only effective in arts and humanities-based subjects, but also in the numerical field of economics.

Furthermore, the significance of the simultaneous regression is also significant, as evidenced by the calculated F value (47.882) > F table (3.94) with a significance of $0.000 < 0.05$. This indicates that the constructed regression model is suitable for use in predicting the effect of Canva media use on student creativity (Amrina et al., 2021) . This finding strengthens previous research by Nugraha (Widyatnyana, 2021) which confirms that the regression model based on digital media variables is proven to be significant in explaining variations in student creativity, as well as research by Hutapea (Friendha Yuanta & Diyas Age Larasati, 2023) which states that learning with innovative media statistically has a significant effect on increasing creativity in the classroom.

However, this study still has limitations. First, the One-Shot Case Study research design did not allow researchers to compare results before and after treatment (pretest-posttest) (Kartiwi & Rostikawati, 2022) . Second, the study was conducted in only one class with a limited number of respondents, so the results cannot be widely generalized. Third,

student creativity was measured primarily through visual products, so non-visual aspects of creativity may not have been optimally accommodated (Ahda & Khayroiayah, 2022) .

These limitations can be a basis for further research, for example by using a stronger experimental design, involving more classes, and expanding the indicators of creativity to cognitive, affective, and psychomotor aspects.

CONCLUSION

After obtaining research data regarding the correlation between the Canva media application and student creativity at SMA Negeri 3 Medan, it can be concluded that:

1. There is a correlation (relationship) between the Canva media application variable (X) and the student creativity variable (Y). This correlation can be seen in the product moment correlation results or calculated r , which shows a value greater than r_{table} with a significance level of 5%.
2. The level of relationship between the Canva media application variable (X) and the student creativity variable (Y) has a relationship level that is in the moderate category, this is in accordance with the correlation interpretation table which is at a moderate or sufficient level.

Suggestion

From the results of the research conducted on class XII IPS 1 students at SMA Negeri 3 Medan, the researcher can provide suggestions and input to various relevant parties, namely:

1. It is hoped that school principals will be able to put more pressure on teachers to teach using more creative media so as to stimulate children's brains to think creatively.
2. Teachers should provide a forum to increase students' creativity in school activities so that they can increase creativity.
3. To students, so that they are able to continue to improve their creativity to be even better so that they can produce satisfying work.
4. For other researchers, it is hoped that they can conduct more in-depth research into aspects related to student creativity.

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