

Enhancing Interest, Creativity, And Sociology Learning Outcomes Through The Use Of Canva As A Learning Medium Among Grade XI Students Of SMAN 1 Sleman

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Abstract

Education plays a crucial role in shaping a generation that is not only intellectually capable but also creative, critical, and adaptive to changes in the modern era. In Sociology learning at the senior high school level, teachers face the challenge of students low learning interest due to a lack of varied methods and monotonous media, which leads to limited student engagement, insufficient stimulation of creativity, and suboptimal learning outcomes that do not meet curriculum standards. To address this, innovative strategies relevant to the digital era are required, one of which is the use of Canva as a learning medium. Canva allows the creation of more engaging, interactive, and accessible materials while fostering students active participation in exploring sociological concepts. This study employed Classroom Action Research (CAR) in two cycles with eleventh-grade students of SMAN 1 Sleman, consisting of planning, implementation, observation, and reflection. Data were collected through classroom observations, questionnaires to assess students interest and creativity, and achievement tests, and then analyzed both quantitatively and qualitatively. The results showed significant improvement in students interest, creativity, and learning outcomes; interest was reflected in higher enthusiasm and participation, creativity was demonstrated through students design products, and learning outcomes increased from pre-cycle to the second cycle, surpassing the Minimum Mastery Criteria (MMC). Therefore, the use of Canva positively impacts the quality of Sociology learning.

Keywords: *Canva; Learning Media; Creativity; Interest; Sociology Learning Outcomes*

INTRODUCTION

Education in the 21st century demands that students not only master cognitive knowledge but also demonstrate creativity, critical thinking, collaboration, and adaptability (Trilling & Fadel, 2009). In the context of Sociology learning at senior high school, teachers often face challenges related to students' low engagement and lack of motivation. Traditional methods that rely heavily on textbooks and teacher-centered instruction fail to provide meaningful learning experiences, which in turn affect students' creativity and academic performance (Setiawan, 2020).

The emergence of digital tools offers opportunities for innovative learning strategies. Canva, as a graphic design platform, provides interactive and visually engaging features that can be utilized in the classroom. Previous studies have highlighted that integrating visual media can increase student interest, motivation, and learning outcomes (Mayer, 2009; Shyamlee, 2012). Therefore, this research aims to investigate how the implementation of Canva as a learning medium can enhance interest, creativity, and learning outcomes in Sociology among Grade XI students at SMAN 1 Sleman.

Theoretical and Conceptual Framework

This research is anchored in constructivist learning theory, which posits that learners actively construct knowledge through interaction and reflection (Vygotsky, 1978). Canva supports this approach by offering a digital environment where learners can visualize sociological ideas and co-create content. When students design infographics about social change or inequality, they engage in meaning-making processes that link theoretical knowledge to real-world experiences.

The study also draws upon Mayer's (2009) multimedia learning theory, which asserts that learning is more effective when information is presented through both visual and verbal channels. Canva combines these modes seamlessly—students can design visual messages supported by text and color, stimulating both hemispheres of the brain. According to Anderson and Krathwohl's (2016) revised Bloom's taxonomy, the activities supported by Canva—such as creating and evaluating—represent the highest levels of cognitive engagement.

In addition, theories of learning interest and motivation (Hidi & Renninger, 2006) explain how visually rich media sustain attention and deepen situational interest. By participating in the creation of their own learning materials, students experience a sense of ownership, which increases intrinsic motivation and creative confidence.

Literature Review

Research on digital learning media has grown rapidly over the past decade. Al-Marroof and Salloum (2021) found that the intention to use e-learning tools depends on perceived usefulness and ease of access—two features central to Canva's popularity. Oktaviani and Rini (2021) demonstrated that Canva-based learning significantly improved students' motivation and communication skills in English language classes.

In the social sciences, Gunawan and Sari (2021) observed that using Canva in social studies helped students visualize historical and cultural concepts more clearly. Similarly, Rahmawati (2023) emphasized that interactive visual media foster students' critical thinking and collaboration. Pratama (2023) and Astuti (2022) also highlight Canva's role in developing students' digital literacy and creativity, essential for 21st-century learning.

However, despite these promising results, many teachers still face barriers in adopting digital tools, including limited digital competence, insufficient training, and infrastructure challenges (Santoso, 2018; Susanto & Hartati, 2019). Thus, it is essential to investigate how Canva can be effectively implemented in specific contexts such as Sociology learning in Indonesian schools.

METHOD

This study employed Classroom Action Research (CAR) conducted in two cycles. The participants were Grade XI students at SMAN 1 Sleman, Yogyakarta. Each cycle consisted of four stages: planning, implementation, observation, and reflection.

Data were collected using three main instruments:

- Observation sheets to record classroom activities,
- Questionnaires to measure students' interest and creativity, and
- Achievement tests to evaluate Sociology learning outcomes.

Quantitative data were analyzed using descriptive statistics to identify improvements in scores, while qualitative data were derived from observation notes and student reflections. The

success indicators were determined based on the increase in students' learning interest, creativity, and the achievement of scores above the Minimum Mastery Criteria (MMC = 75).

RESULTS AND DISCUSSION

The findings revealed significant enhancement in students' engagement and creativity. During the first observation phase, students showed hesitation in using Canva due to unfamiliarity. However, after guided practice, they became enthusiastic in designing infographics related to topics such as social stratification, globalization, and cultural diversity.

Students reported that Canva made abstract sociological concepts easier to grasp because they could transform textual information into visual symbols and narratives. The teacher noted an increase in class participation, with students voluntarily presenting their designs and explaining their interpretations of social theories.

One student reflection stated: 'Creating posters about social change through Canva helped me understand how societies evolve. It was like seeing sociology come alive.' This demonstrates that the medium allowed for experiential and meaningful learning. Similar findings were reported by Hidayat and Nugraha (2019), who noted that visual design activities promote deeper comprehension through creative exploration.

Furthermore, the use of Canva fostered collaboration among students. Group projects required negotiation, role sharing, and peer feedback—skills essential in the 21st-century workplace. These findings resonate with Rahman (2024), who asserts that digital collaboration platforms enhance communication and teamwork in educational settings.

From a pedagogical standpoint, Canva bridges the gap between technology and social science learning. It transforms passive learning environments into active, participatory, and inquiry-based settings. The process of designing visual materials stimulates critical thinking, as students must evaluate which sociological ideas are most relevant and how to represent them effectively.

The findings demonstrated a consistent improvement across cycles. In the pre-cycle, students' average score was 68. In the first cycle, the average score increased to 74, and in the second cycle, it reached 82, surpassing the MMC. Students' interest also increased as reflected in higher participation rates, enthusiasm during activities, and active involvement in group projects.

Table 1.
Improvement Across Cycles

Cycle	Average Score
Pre-Cycle	68
Cycle I	74
Cycle II	82

Creativity was enhanced as students produced digital posters, infographics, and visual summaries using Canva. Observations showed that students were more confident in expressing ideas and more collaborative in group work. Questionnaires confirmed that students found the learning process more engaging and meaningful.

The implementation of Canva as a learning medium proved effective in addressing the issues of low student interest and creativity in Sociology learning. The results are consistent with

Mayer's (2009) theory that multimedia learning enhances knowledge acquisition. Students' increased engagement aligns with Shyamlee's (2012) findings on the positive role of ICT in language and social science classrooms.

Moreover, the improvement in creativity demonstrates that visual design platforms like Canva stimulate divergent thinking and innovative problem-solving skills (Al-Marouf & Salloum, 2021). The CAR approach enabled iterative refinement, ensuring that the learning process adapted to students' needs. These findings suggest that digital media integration should be considered a vital component in modern pedagogy, especially in the post-pandemic digital learning era.

Pedagogical Implications

The use of Canva in Sociology education at SMAN 1 Sleman demonstrates that visual-based digital tools can transform learning into a more engaging and creative experience. Teachers can use Canva to design conceptual maps, infographics, and assessment tasks that integrate creativity with critical analysis. By doing so, they can bridge cognitive and affective domains of learning.

Moreover, integrating Canva supports differentiated learning strategies. Students with visual learning preferences or limited verbal abilities can express understanding through imagery. This inclusivity enhances classroom participation and fosters a sense of belonging among diverse learners. Schools and policymakers should therefore encourage the integration of visual literacy into the curriculum.

However, teacher professional development remains a key factor. Teachers must be trained to integrate technology meaningfully rather than merely using it as decoration. Ongoing workshops and peer collaboration can help teachers design project-based learning modules supported by Canva and other educational technologies.

Limitations and Future Research

While this study provides rich qualitative insights, several limitations should be acknowledged. The research was conducted in a single school with a limited number of participants, which may affect generalizability. Additionally, since data were collected over a short period, the long-term impact of Canva integration on learning outcomes could not be fully observed.

Future research could adopt a mixed-method approach combining quantitative performance data with qualitative observations to offer a more comprehensive picture. Comparative studies between Canva and other digital learning platforms, such as Genially or Piktochart, may reveal which features most effectively promote creativity and engagement in Sociology learning.

CONCLUSION AND RECOMMENDATIONS

This research concludes that the use of Canva as a learning medium significantly enhances students' interest, creativity, and Sociology learning outcomes. The integration of Canva provided engaging, interactive, and visually appealing materials that motivated students to participate actively in the learning process. The findings highlight the importance of adopting digital tools in classroom learning to align with 21st-century educational demands.

Future research could extend this study by exploring the use of Canva in other subjects and levels of education, as well as examining its long-term effects on student learning behavior and academic performance.

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