

STUDENTS' PERCEPTION OF USING CANVA APPLICATION IN WRITING CLASS OF UNIVERSITY STUDENTS

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Abstract

This study aims to investigate university students' perceptions of using the Canva graphic design application as a learning medium in an English writing class. The study employed a qualitative descriptive design. The participants were thirty fifth-semester students enrolled in a Professional Writing course at a private university in Cimahi, West Java. Data were collected through a questionnaire adapted from Utami et al. (2021), which focused on three indicators: perceived usefulness, ease of use, and suitability in supporting writing skills. The findings indicate that most students perceived Canva as a useful and engaging tool that supports the development of their writing skills, particularly in terms of increasing motivation, enhancing confidence, and improving information recall. The results suggest that integrating Canva into writing instruction can provide pedagogical benefits and create a more supportive and motivating learning environment for university students.

Keywords: *Canva Application, Students' perceptions, Writing Skills*

Abstrak

Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa terhadap penggunaan aplikasi desain grafis Canva sebagai media pembelajaran dalam kelas menulis Bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Partisipan penelitian ini adalah tiga puluh mahasiswa semester lima yang mengikuti mata kuliah Professional Writing di salah satu perguruan tinggi swasta di Cimahi, Jawa Barat. Data dikumpulkan melalui kuesioner yang diadaptasi dari Utami et al. (2021) yang berfokus pada tiga indikator, yaitu persepsi kegunaan, kemudahan penggunaan, dan kesesuaian dalam mendukung keterampilan menulis. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memandang Canva sebagai media yang bermanfaat dan menarik dalam mendukung pengembangan keterampilan menulis, khususnya dalam meningkatkan motivasi, menumbuhkan rasa percaya diri, dan membantu mengingat kembali informasi. Temuan ini menunjukkan bahwa integrasi Canva dalam pembelajaran menulis dapat memberikan manfaat pedagogis serta menciptakan lingkungan belajar yang lebih mendukung dan memotivasi bagi mahasiswa.

Kata Kunci: Aplikasi Canva, Persepsi Mahasiswa, Keterampilan Menulis

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INTRODUCTION

Although some EFL teachers are still hesitant to employ technology in the classroom, the rapid advancement of technology demands that educators be flexible in their use of instructional

materials. A number of crucial elements are highlighted by technology and interactive education, including the exchange of ideas, dialogue, and interaction between instructors and students during the learning process (Cahyani et al., 2021). Additionally, educators need to become more knowledgeable with mobile technologies, especially when it comes to teaching English to non-native speakers. Based on Adnyani et al. (2022), mobile technologies are thought to be simple and appealing tools for preserving literacy skills and fostering continuous access to information. When seeking to integrate technology into their classrooms, teachers often experienced similar obstacles (Salam et al., 2023). These challenges included a lack of competency, inadequate teaching resources, and inadequate digital teaching skills. Teachers are still willing and making an attempt to investigate digital tools and applications in the classroom, despite the obstacles that have been discovered.

To bridge the needs Canva application could be one of the alternative in increasing students' and teachers' creativity especially by graphic designing and expressing ideas (Andriyanto et al., 2022). They also mentioned that this graphic designer application has been viewed as an innovative tool which can encourage students to develop their collaborative skills. In the implementation, while using Canva students feel motivated and creative, then enjoy the classroom activity. The use of Canva could give positive impact in students' motivation in English writing class (Utami & Djamdjuri, 2021).

According to Utami and Djamdjuri (2021), writing is a process of communication in which a writer transmits his or her ideas and thoughts to others in written forms. It could be prepared by thinking about how the writer gathers, arranges, and shares with the reader his or her reflections. Writing is a sequence of steps, a life skill, and a means of expressing one's own views. The use of interesting application can influence the extrinsic and intrinsic students' motivation in writing. Ng and Ng (2015) mentioned that intrinsic motivation in writing can be found within the individual and is related to the individual's identity and happiness. The intrinsic motivation of writing is needed to be supported by extrinsic side. One of the example of extrinsic motivation is the use of interesting media or supporting environment, such as classmate or collaborator.

In terms of students' need of writing partner, collaborative learning is able to be bridge or the key skills projected in the application of infographics in EFL classrooms. Infographics are regarded as a type of data visualization that effectively and clearly present complicated information. It is made up of a number of different elements, including graphs, charts, maps, and pictures. Information visualization facilitates efficient information flow, which aids in data understanding (Rahim et al., 2016).

In facilitating both writing and interesting digital media, this research is aimed at finding out university students' perceptions of using Canva graphic design as one of media in English writing class. The participants of this research English education major of a private university in Cimahi.

METHOD

Research Design

The current study used a descriptive research method in a qualitative design. This approach is applied to investigate problems that are best addressed by having study participants orally describe how they understand and experience different aspects of their surroundings (Crowl, 1996). Researchers can examine social phenomena in connection to people's daily lives through

qualitative research. Qualitative research sheds light on the what, why, and how of a phenomenon in a society through the process of interpreting data. This is consistent with the claim made by Denzin and Lincoln (2005) that an interpretive, naturalistic approach to the world is also a part of qualitative research.

Participants

The thirty students that made up the research participants were a private university students in Cimahi. They already took writing in professional class and using Canva as one of media in writing process.

Instruments

The questionnaire which was used to collect the data consisted of eight items related with students' perception of using Canva in writing class. The provided questionnaire was adapted from Utami, et al. (2021). Three indicators, including usefulness, convenience of use, and suitability for assisting with writing abilities, made up the questionnaire. The participants were asked to complete the questionnaire with the provided scales to indicate their responses. Google Forms was used to disseminate the questionnaire. Following data collection, a qualitative analysis was conducted. In order to help the researcher analyze the data collected for discussion, the outcomes were then contrasted with theoretical and empirical resources.

RESULTS AND DISCUSSION

Results

The result of the questionnaire on students' perception of the use of Canva application in writing class is broken down into three sections. There are based on usefulness, ease, and suitability of Canva in writing. Each result description was provided by percentage diagram.

Perception on the interconnection of Canva application and students' writing ability
 The students responded inline with the first three questions, which focuses on writing improvement, understanding of complex information, and enhancing attention and focus, the results found that Canva is able to improve students' ability especially in writing. The findings show that 80% of the respondents agreed that Canva could improve students' ability in writing. It can be seen through the diagram 1. below.

1. Students' believe that Canva improve their ability especially in writing.
 30 jawaban

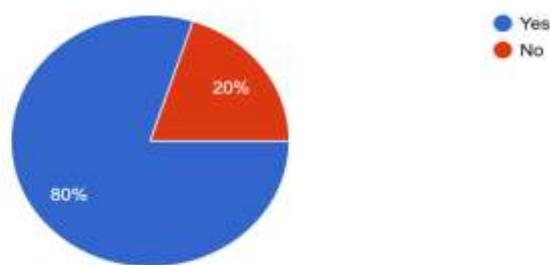


Diagram 1. The result regarding students' writing improvement using Canva

Despite knowing students' improvement, the results are also found out that 83.3% students believe that this graphic tool application help them easily to understand complex information. The data of percentage shows below on Diagram 2

2. The students' believe Canva help their easily understand complex information.

30 jawaban

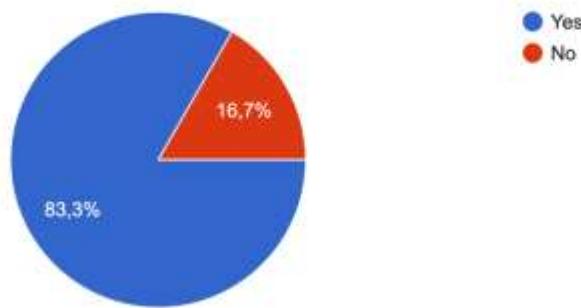


Diagram 2. The result regarding students' belief of Canva help understanding complex information

Keeping students' attention and focus is also as another area of observation in this research. The data reveal that 86.7% students mention "yes" regarding this issue. It means that in combining technology into writing practice is interesting.

3. Students' think that Canva enhances their attention and keeps me focused in writing class.

30 jawaban

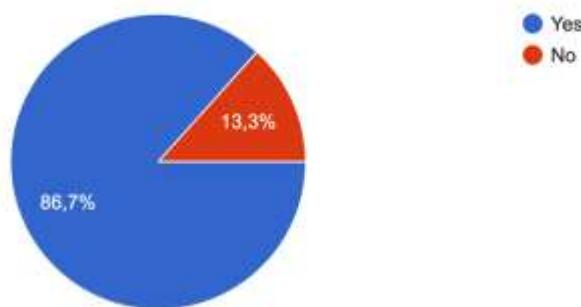


Diagram 3. The result regarding Canva enhancing students' attention and focus in writing

Perception on Canva application and students' motivation in writing

In this subsection, there were two statements. The first statement in line with students' writing motivation using Canva. It can be seen through the following diagram that 83.3% of the total percentage mentioned they are agree Canva as one of the application to support their motivation in learning to write. In contrary, only the rest around 16.7% of them who did not have impact through using Canva in writing.

4. Students think that Canva improve their motivation to learn to write.

30 jawaban

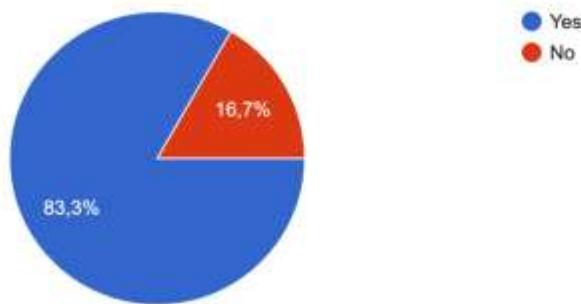


Diagram 4. The result regarding the improvement of students' writing motivation using Canva

Moreover, the second statement is regarding with whether Canva can help students to connect the new and old information. The data showed that 83.3% of students believe that this application made students easily to link the previous and further information obtained. It relates with Rahim et al. (2016), visual graphics could be the effective ways to see the flow of information. Although, the information still need interpretation toward it.

5. Students believe that Canva helps me to easily connect the new and old information.

30 jawaban

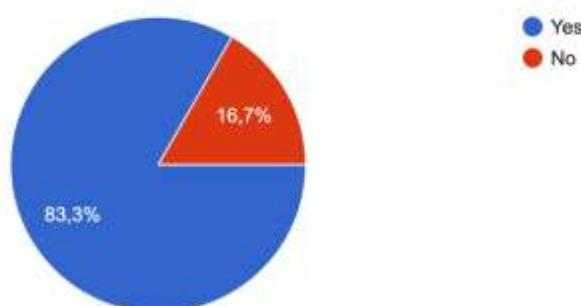


Diagram 5. The result of Canva helps students to easily connect the new and old information

Perception on the significances of Canva application and students' writing

After several results above, the significances of Canva application and students' writing also be another consideration. In line with the following diagram, it shows that most of students almost 100% which is 83.3% agree that Canva make students easier to recall information.

Diagram 6. The percentage of Canva helps students to recall information

6. The students' believe that Canva make it easier for them to recall information.

30 jawaban

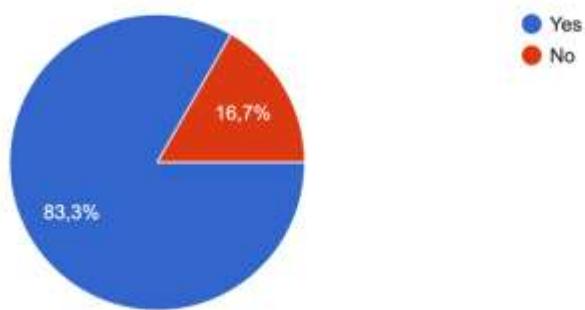


Diagram 6. The percentage of Canva helps students to recall information

The last diagram found that 76.7% of students think that Canva made them more confident and can improve their writing skill. It can be shown that through several features provided in Canva application, students easily explored their writing using some visualization.

7. Students think that Canva makes me more confident and can improve the success of my writing skills.

30 jawaban

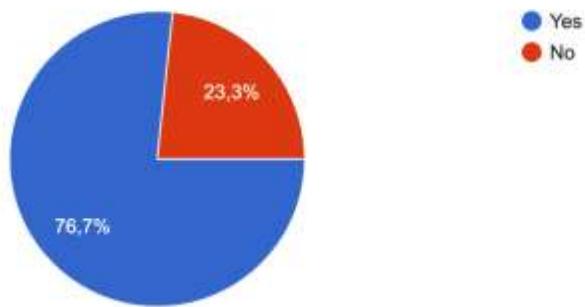


Diagram 7. The result of students' confident in writing using Canva

In conclusion, nearly all of the participants believed that writing classes may benefit from learning to use Canva media since it offers numerous advantages to students, chief among them being the ability to boost students' motivation in the classroom, particularly in writing classes. With the help of supplied template, it can also let students create their own designs.

Discussion

This study was conducted in response to the increasing need for integrating digital technology into EFL classrooms. The findings demonstrate that Canva can serve as a practical and pedagogically meaningful tool for supporting writing instruction, particularly in addressing cognitive, motivational, and affective dimensions of learning. Many students perceived

improvement in their writing ability, which supports Utami and Djamburi's (2021) view of writing as a process of organizing, expressing, and communicating ideas. Canva appears to assist students in the planning and organizing stages of writing by allowing them to visually arrange information before translating it into written text. This supports process-oriented writing pedagogy and confirms that digital media can function as scaffolding rather than merely as presentation tools.

In addition, students reported improved understanding of complex information and an enhanced ability to connect new and prior knowledge, which aligns with Rahim et al.'s (2016) argument that information visualization facilitates efficient information flow and comprehension. Canva's infographic and graphic design features enable students to transform abstract or dense content into visual representations, supporting deeper cognitive processing and meaningful learning.

Students also indicated increased attention and focus during writing activities, reflecting the interactive and dialogic nature of technology-enhanced learning emphasized by Cahyani et al. (2021). By integrating Canva into writing tasks, the classroom becomes more participatory and engaging, fostering interaction not only between students and content but also among peers during collaborative activities.

The motivational impact of Canva can be understood through the lens of intrinsic and extrinsic motivation discussed by Ng and Ng (2015). Canva functions as an extrinsic motivator by creating a supportive and enjoyable learning environment that encourages students to engage in writing tasks. This external support appears to nurture intrinsic motivation, as students become more confident and more willing to express their ideas in writing.

Furthermore, the creative and collaborative potential of Canva supports Andriyanto et al.'s (2022) assertion that Canva encourages creativity and collaboration. Although this study did not directly examine collaborative interaction, students' engagement, confidence, and ability to connect ideas suggest that Canva facilitates a low-anxiety and supportive learning environment. Overall, the findings confirm that Canva can bridge the gap between the need for digital literacy, writing instruction, and student engagement in EFL contexts. Despite the challenges faced by teachers in adopting technology (Salam et al., 2023), this study provides qualitative evidence that Canva is perceived positively by students and can be an effective medium for supporting writing development in higher education.

CONCLUSION

One educational method that involves teacher-student contact to transfer knowledge and information is the teaching of English. Students learn how to obtain knowledge and information through writing. Some students require challenges in their writing classes. They frequently believe that writing is boring because it is difficult for them to convey their ideas. For several reasons, including as poor grammar, unclear, language standards, and inadequate facts to support a written piece. The learning process can become tiresome due to ineffective teaching techniques or improper learning practices. Students continue to lack motivation as well.

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