

## How canva application used by pre service teacher: A study at PPG students in Indonesia

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### Abstract

This qualitative study looks at the use of Canva as a learning media tool among pre-service teachers enrolled in the Professional Teacher Education Program (PPG). Data were collected through on-the-ground interviews with four PPG students to better understand their experiences and perceptions of using Canva to create teaching materials. The study investigated the most common forms of teaching materials created with Canva, desired features, key benefits, and constraints faced by the teachers. Findings showed that pre-service teachers generally had positive experiences using Canva, praising its ease of use, time-saving capabilities, and collaboration features. They commonly develop presentation materials, infographics and posters using Canva's vast library of templates and graphic tools. Its main advantages include increased teaching efficiency and the creation of visually appealing content that promotes student engagement and understanding. However, issues such as limited internet connectivity and restrictions on Canva's free features underscore the need for improved infrastructure and institutional assistance. This study highlights Canva's potential to improve educational practices and offers significant insights for building curricula and strategies for technology integration in education.

### Article History:

### Keywords:

*Canva, pre-service teachers, digital tools, educational technology, instructional design, qualitative study.*

## 1. Introduction

In today's ever-changing educational landscape, the use of technology in the teaching and learning process is essential. Indonesia's Professional Teacher Education (PPG) program, intended to prepare pre-service teachers, places significant emphasis on providing future educators with the skills and competencies needed to succeed in the modern classroom ( Afriadi, 2022 ). One important part of this training is the ability to use digital tools and resources to enhance teaching techniques and student engagement ( Ruspiene, 2022 ). Among the many digital tools accessible, Canva has become a popular platform for developing visually appealing and pedagogically effective teaching materials. This study looks at the use of Canva in the PPG program and how it affects pre-service teachers' pedagogical skills.

When compared to Indonesian teachers, foreign teachers have better access to technology and the internet. In many countries, IT infrastructure is standardized, making it easier for teachers to use Canva in their teaching practice. Similarly, in Indonesia, there are still many areas that do not have adequate internet access and technology infrastructure. According to data from the Indonesian Internet Service Providers Association (APJII) for 2020, only about 73.7% of Indonesia's population has access to the internet, and the quality of access varies by location.

In many countries, incorporating digital tools like Canva into the curriculum has become commonplace. This involves creating learning materials, student projects, and project-based learning. Although some schools and teachers in Indonesia have started using Canva in the learning process, the use of this tool

is still limited. Many teachers still use traditional teaching methods due to a lack of understanding or knowledge of digital technology.

Overall, the similarities of these studies are that they all highlight the use of Canva as an effective tool in education, enhancing specific skills such as creativity, graphic design, and teaching readiness, and showing positive perceptions of Canva from PPG students (Pedrosa, 2023). However, a notable difference lies in the topic focus of each study, such as learning media development, effectiveness in online learning, perceptions of lesson plan preparation, impact on teaching readiness, and improved graphic design skills (Kuatbekov, 2021). In addition, the methodologies used also vary, ranging from perception surveys to case studies of classroom implementation. Thus, despite variations in approach and focus, these studies consistently show that Canva is a useful and well-received tool in the context of teacher education in Indonesia.

Several previous studies related to the use of Canva application by pre-service teachers in Teacher Professional Education (PPG) students in Indonesia show mixed results but have some similarities and significant differences (Jumardi, 2023). The first study, "Utilization of Canva in Learning Media Development by PPG Students in Indonesia," found that the use of Canva helped PPG students in developing more interesting and interactive learning media, increasing their creativity and motivation. The second study, "The Effectiveness of Using Canva as a Teaching Aid in Online Learning for PPG Students," revealed that the use of Canva was effective in increasing student engagement and understanding during online learning. The third study, "PPG Students' Perceptions of Using Canva in Preparing Lesson Plans," noted that PPG students had positive perceptions of Canva, finding it user-friendly and useful in designing lesson plans. The fourth study, "Implementation of Canva in PPG Classrooms: A Case Study at Yogyakarta State University," showed that students felt more prepared and confident in teaching after using Canva to create teaching materials. The fifth study, "Analysis of the Impact of Using Canva on PPG Students' Graphic Design Skills," found that using Canva significantly improved PPG students' graphic design skills.

The challenges faced by teachers in Indonesia in using Canva include not only access and training, but also religious and administrative issues (Syakur, 2023). According to a study published in the journal "Technology, Knowledge, and Learning," many teachers in Indonesia are affected by administrative constraints that limit their time and energy to develop digital skills. In addition, differences in technology adoption and adaptation to new learning methods also impact the effectiveness of using Canva in schools.

The educational paradigm has changed in recent years, with greater emphasis on technology and the use of digital technologies to transform traditional teaching approaches. The use of technology in education not only improves the delivery of information, but also encourages students to engage in active learning, critical thinking and creativity (Aguilar, 2019). Learning how to use digital technology is essential for pre-service teachers as it allows them to develop and deliver lessons that suit different learning styles and needs.

This transition has been recognized by teacher education programs around the world, and technology training is rapidly being integrated into the curriculum. In Indonesia, the PPG program seeks to bridge the gap between academic knowledge and practical application, ensuring that pre-service teachers are prepared to handle the challenges of the modern classroom (Yusrina, 2022). As part of this strategy, the use of creative tools such as Canva can help pre-service teachers to improve their instructional design and presentation skills.

Canva is a web-based graphic design platform that allows users to create a variety of visual content, such as presentations, posters, infographics and social media graphics (Afriadi, 2023). Its simple design, large collection of templates, and collaboration capabilities make it an excellent tool for instructors who want to create engaging and interactive learning materials. Canva's versatility and accessibility make it a popular choice for teachers and students, encouraging creativity and aiding effective communication for complex subjects.

Canva provides a unique opportunity for pre-service teachers in the PPG program to improve their visual communication and instructional design skills (Dundar, 2023). Using Canva, pre-service teachers can develop visually appealing teaching resources that improve student comprehension and retention (Puspita, 2023). In addition, the platform's collaborative capabilities facilitate peer feedback and joint initiatives, building a community of practice and ongoing professional development.

Canva's inclusion into teacher education programs provides various pedagogical benefits (Syahdan, 2023). First, Canva teaches pre-service teachers to think critically about how their instructional resources are designed and presented. Effective instructional design requires careful consideration of how materials are organized, presented, and delivered to students (Troussas, 2021). Canva allows pre-service teachers to experiment with different design elements, layouts, and visual aids, thus improving their ability to develop useful and engaging materials.

Secondly, Canva encourages active learning and student participation. Visual aids such as infographics, charts and diagrams can help simplify complex information and make learning more engaging (M.A, D, 2023). Pre-service teachers who incorporate these features into their classes can help students better understand and retain knowledge. In addition, the use of visually appealing materials can grab students' attention and encourage them to actively participate in the learning process.

Third, Canva encourages the development of digital literacy skills. In today's digital world, educators must be able to use various digital tools and platforms effectively (Pinontoan, 2023). Pre-service teachers can improve their digital literacy and keep up with educational technology by incorporating Canva into their teaching practices. Not only does this skill help their professional development, but it also prepares them to incorporate technology well into the classroom in the future.

Although Canva's educational potential is increasingly recognized, there is little research on its specific impact on the pedagogical skills of pre-service teachers in PPG programs. The majority of available Canva research focuses on the overall educational use or use of Canva (Vargas, 2022). Furthermore, while there is anecdotal evidence of Canva's success in improving instructional design and student engagement, empirical research with specific data and insights is scarce (Pedroso, 2023). These gaps in the literature emphasize the importance of conducting rigorous research to assess Canva's influence on pre-service teachers' pedagogical skills, instructional design abilities, and overall teaching effectiveness.

This study sought to fill the aforementioned gap by exploring the impact of Canva in enhancing pre-service teachers' pedagogical competencies in the PPG program (Wijayanti, 2023). This research aims to investigate how the use of Canva affects pre-service teachers' capacity in planning and delivering effective courses, their engagement with students, and their overall confidence in utilizing digital technology for education.

One of Canva's main advantages is its ease of use. The platform is designed with an intuitive interface, so users who don't have much experience in graphic design can quickly learn how to use it. Canva provides a variety of templates that can be customized to suit various educational needs, including presentations, posters, infographics, and interactive learning materials (Gehred, 2020). This feature allows teachers to create engaging and easy-to-understand learning materials without the need for complex designs. In addition, Canva also enables real-time collaboration, allowing teachers to collaborate on design projects, share resources and improve learning materials in real-time (Pedroso, 2023). This capability is particularly important in the context of PPG, where collaboration and peer evaluation are fundamental parts of the education and professional development process.

In addition to ease of use and collaboration, Canva also offers flexibility in terms of creativity and personalization (Gehred, 2020). Pre-service teachers can customize the available templates to their needs and teaching style. They can add images, change text, and select various design elements to create unique and relevant content. This allows teachers to create learning materials that are not only informative, but also visually appealing, which can increase student motivation and engagement in the learning process. With Canva, teachers can create a more engaging and interactive learning experience, which can help students understand complex concepts better.

Despite the various benefits of Canva, there are some drawbacks to overcome (Pedroso, 2023). The main issue is the lack of internet connection. Since Canva is a web-based platform, users need stable internet access to use the service (Agaeva, 2023). In some areas with limited internet access, this can be a significant disadvantage for pre-service teachers in creating and accessing learning materials. In addition, while Canva provides many free features, some of the more useful premium features may only be obtainable by paying. This can be problematic for pre-service teachers who have limited funds or do not have access to additional funds to obtain premium services.

Other limitations of Canva include more complicated design features. While Canva is great for basic and simple designs, users who need more advanced design features may find Canva difficult to

use ( Afriadi, 2023 ). For example, the ability to edit photos in detail or create complex graphics may be more limited when compared to professional design tools like Adobe Photoshop or Illustrator. Also, reliance on pre-developed templates may reduce users' creativity over time as they tend to use the same templates over and over again without further exploration ( Mohanani, 2022 ). Therefore, despite the fact that Canva is a very useful tool for teachers, it is very important to understand it and use it with appropriate tools and designs.

The results of this study have important implications for teacher education programs and policy makers. This study's focus on the benefits and limitations of using Canva in PPG programs can help inform the development of more successful technology integration strategies in teacher education ( Pedroso, 2023 ). In addition, the findings of this study can be used to structure professional development programs that help pre-service teachers to learn and improve their digital skills.

This study offers useful insights for pre-service teachers regarding the practical application of Canva in an educational setting ( Syaharuddin, 2023 ). Pre-service teachers who understand how to use Canva effectively can improve their instructional design skills, engage students more effectively, and establish a more imaginative and dynamic approach to teaching.

## 2. Method

This research was conducted using qualitative methods. where the data obtained went directly to the field and collected data directly through interviews with PPG students. journal searches using several questions that have been provided which are used to find out more details in finding journals about utilizing the canva application for learning media ( Saputra, 2022 ). The method used in this research is the action research method, or qualitative action research. It is stated by David Coghlan and Teresa Brannick that action research is one of two types of scientific research that has two objectives, namely producing action knowledge (for improvement) and developing action theory.

The use of qualitative research methods in the research on Canva for PPG teachers is essential to gain comprehensive knowledge and understanding of the features, perceptions, and use of the application ( Hamilton, 2019 ). This method allows researchers to examine contextual dynamics and individual variations, as well as identify needs and challenges faced by pre-service teachers. As a result, qualitative research can make a significant contribution to the development of more effective curricula and teaching strategies, as well as the advancement of professional development in the digital age.

The subjects of this study are pre-service teachers enrolled in the Teacher Professional Education Program (PPG), as well as their use of Canva in their teaching context. The focus of this study was to understand the experiences and perceptions of pre-service teachers when using Canva to design learning materials, as well as its impact on learning quality and student behavior ( Zhao, 2021 ). The study also investigated the frequency and types of Canva usage, the most popular features, and the challenges and training needs identified by the instructors. By evaluating the effectiveness of using Canva in improving pedagogical and instructional technology skills, this study aims to provide valuable insights for PPG curriculum development and technology integration strategies in education.

The object of study is a group of four pre-service teachers enrolled in the Teacher Professional Development Program (PPG). The focus of this study is to understand the pre-service teachers' experiences and perceptions of using Canva to design learning materials, as well as its impact on learning quality and student behavior. The study also investigated the frequency and type of Canva use, the most frequently used features, and teachers' challenges and training needs ( Vargas, 2022 ). By evaluating the effectiveness of using Canva in improving pedagogical and technological skills, this study aims to provide valuable insights for PPG curriculum development and technology integration strategies in education.

### 3. Results and Discussion

#### 3.1 Results

##### 1. Question 1: Can you give me an explanation of how you experience using Canva in the learning process?

Responden	Answer
R1	"When I first used canva, I was immediately interested because canva made organizing my material in presenting the material interesting and also easy for students to understand. "
R2	"When I use canva, I find it very good in creating graphic designs. Many templates are very good and useful in designing posters and more"
R3	"The canva app can help me save time when I create teaching materials for me to use when teaching students.",
R4	"There are many good experiences when I use canva. I can discuss with my friends when designing teaching materials which is a more creative process."

##### 2. Question 2: What types of teaching materials do you most often create using Canva and why?

Responden	Answer
R1	"I prefer presentation teaching materials because they are more effective when conveying information visually."
R2	"The only material I like to use is posters because I think they can clarify the important parts of my teaching materials."
R3	"I prefer to use presentation and infographic teaching material methods, because they can make the material clearer and don't make students confused when we teach."
R4	"I prefer to use teaching materials such as presentations and posters, because it can keep students from getting bored when we are in the learning process."

##### 3. Question 3: Which Canva feature do you like best and why?

Responden	Answer
R1	"The features I like to use are templates and graphic elements, because they can help me create beautiful designs for my teaching materials."
R2	"I usually use the template feature, because it can make the design of my teaching materials more attractive and beautiful so that when we present it students will be interested in the beautiful design."
R3	"The feature that I usually use in the Canva application is text editing, because it can help me adjust the appearance of my teaching materials."
R4	"Templates and also text editing, because they can help me in the process of editing my teaching materials so that the results are appropriate and also interesting when I present them in front of my students."

##### 4. Question 4: What are the main benefits you have experienced from using Canva in teaching?

Responden	Answer
R1	"The benefit that I felt when I used Canva was the ease with which I could create teaching materials."
R2	"There are many benefits to Canva, one of which is that it can create interesting designs when I create teaching materials."
R3	"The benefit of this Canva application is that it can save me time in creating teaching materials."

R4	"In my opinion, the main benefit of Canva is the ease of creating fast and interesting teaching materials."
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**5. Question 5: What are the main challenges you face when using Canva in teaching?**

Responden	Answer
R1	"The challenge I usually encounter is when the internet is bad because that can hinder me from using Canva."
R2	"Feature limitations because many features have to be paid for and you need a subscription to use premium features."
R3	"The challenge I feel is that I haven't been able to master all the features in the Canva application."
R4	"There are many interesting features, but when we want to use them we have to pay and subscribe first to be able to use these features."

### 3.2 Discussion

#### *Experience using Canva in the Learning Process*

Pre-service instructors report generally positive experiences with Canva. Respondent 1 highlighted the initial interest and ease of organizing the material, this is in line with the ease of use of Canva as stated in the literature (Smith, 2020). Respondent 2 also praised Canva's graphic design and templating capabilities, complementing previous research highlighting Canva's usefulness in developing visually appealing educational content (Jones & Brown, 2019). Respondent 3 considered Canva to be a time-saving tool, this is in line with research which shows that digital tools can help in preparing teaching materials. Lastly, Respondent 4 highlighted Canva's collaborative features which align with research on the benefits of collaborative digital platforms in education (Lee, 2021).

These findings show that Canva is not only a useful tool for developing teaching materials, but also improves the teaching process by making it more efficient and engaging. However, these positive reactions are tempered by the knowledge that successful use of Canva requires consistent internet access and a thorough understanding of its function.

#### *Made teaching materials*

The teaching materials created by Canva match pre-service teachers' preferences in terms of engaging and visually appealing content. Respondent 1 and 3 liked presentation materials and infographics, showing a tendency to use visual aids to increase student understanding and engagement. This preference is reinforced by research showing that visual presentations can improve students' retention of information.

2 and 4 liked posters because they could highlight important information concisely, this is consistent with the use of posters in educational settings to reinforce key concepts and aid visual learning. These findings show that Canva's extensive collection of templates and creative tools caters to a variety of teaching styles and material types, creating a diverse and dynamic learning environment.

#### *Selected Canva features*

The most popular Canva features among respondents were templates, graphic components and text editing tools. 1 and 4 especially liked its templates and graphic features for their ability to quickly create visually appealing training materials. This is consistent finding that ready-made templates can greatly minimize the time and effort required for material creation, allowing teachers to focus more on the quality of the content.

2 also underscores the appeal of Canva's template-based design, which can increase student engagement by making classes more visually appealing. 3's preference for text editing emphasizes the need for personalization in teaching materials, ensuring that the final product meets individual educational demands. This choice highlights the need for the use of intuitive and adaptable design tools in educational technology applications.

### *Benefits of using Canva*

Key benefits highlighted by respondents include ease of use, time efficiency and the capacity to produce attractive products. Canva is very easy to use for 1 and 4, which is important for pre-service instructors who may not be as familiar with digital design tools. Canva's ease of use can help it gain traction in educational contexts.

2 and 3 highlight the benefits of time savings, which is especially important for teachers who have to juggle multiple tasks. The capacity to quickly develop high-quality teaching materials can improve teaching efficiency and allow teachers to spend more time directing student interactions. Overall, these advances are consistent with the general literature on educational technology, which highlights the importance of tools that increase the effectiveness and efficiency of teaching.

### *Challenges with Canva*

Even though it has various advantages, respondents encountered problems, especially related to internet access and limited features. 1 and 3 identified poor internet access as a major barrier, which is a common concern when implementing digital tools in educational settings. This emphasizes the importance of a solid internet infrastructure to make good use of Canva's capabilities.

2 and 4 overcome the limitations of free functionality and paid subscription requirements to gain premium functionality. These concerns highlight possible financial challenges in widespread adoption of Canva, particularly in resource-constrained educational settings. Addressing this problem requires infrastructure improvements and, perhaps, institutional support to ensure access to resources.

## **4. Conclusion**

This study showed many important insights into pre-service teachers' experiences with Canva during the learning process. Overall, respondents reported an excellent experience, citing Canva's user-friendly design, speed in developing learning materials, and its ability to enhance collaboration with peers. These advantages are consistent with previous research highlighting the value of digital tools in education, such as better organization of materials, improved graphic design skills and significant time savings.

Presentations, infographics and posters are the most common types of learning materials created with Canva. Respondents favored these styles for their ability to visually convey information, explain key points, and maintain student interest. This inclination towards visual aids is confirmed by research showing that visual presentations can improve student retention and understanding.

Respondents preferred Canva's templates, graphic components and text editing capabilities due to its ease of use and ability to create visually appealing and individualized learning materials. These properties are consistent with the demand for intuitive and adaptable design tools in education technology.

Respondents reported that the main benefits were ease of use, time efficiency, and the ability to create interesting and engaging learning materials. These advantages are particularly important for pre-service teachers, who may not be familiar with digital design tools and need appropriate methods to develop high-quality products.

However, the report also reveals the drawbacks of using Canva, which are mostly related to internet connection and feature restrictions. Poor internet connectivity can make it difficult to use Canva, thus emphasizing the importance of reliable online infrastructure in educational environments. In addition, Canva's free features are limited, and premium functions require a paid subscription, thus posing a financial barrier to wider adoption, especially in organizations with limited resources.

In conclusion, while Canva has considerable benefits for enhancing the teaching and learning process, overcoming internet connectivity issues and feature limitations is critical to maximizing its potential in an educational context. Better infrastructure and institutional support can help overcome these limitations, so that pre-service teachers can fully utilize Canva's potential to improve teaching effectiveness and student engagement.

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