



The Impact of Canva-Based Instructional Media on Enhancing Students' English Ecovocabulary at SMP Putri Khodijah Sumbawa

¹**Suparman**

Sumbawa University of Technology, Sumbawa Besar, Indonesia, suparman@uts.ac.id.

²**Ridwan**

Master's Program in Innovation Management, Sumbawa Besar, Indoensia, ridwanutan@gmail.com.

Article info

Received Date: October 30, 2025

Accepted Date: December 7, 2025

Published Date: January 31, 2026

Abstract*

This study examines the effect of implementing Canva-based instructional media on improving the English vocabulary proficiency of students at SMP Putri Khodijah Sumbawa. The objectives of this study are as follows: (1) to analyze the significant effect of Canva-based instructional media on enhancing students' English vocabulary skills at SMP Putri Khodijah Sumbawa, and (2) to identify students' perceptions of the use of Canva-based instructional media in English learning at SMP Putri Khodijah Sumbawa. This study employed a quantitative method with a quasi-experimental design. The participants consisted of 28 students who were divided into an experimental group and a control group, with 14 students in each group. The instruments used for data collection were pre-tests, post-tests, and questionnaires. The data were then analyzed using SPSS version 26. The results indicate that: (1) there is a positive and significant effect of the use of Canva-based instructional media on improving students' English vocabulary skills at SMP Putri Khodijah Sumbawa. This is evidenced by the results of the paired-samples t-test in the experimental group and the independent-samples t-test between the experimental and control groups, which yielded significance values of 0.000 and 0.002 respectively, both of which are lower than 0.05; and (2) the results of the questionnaire on students' perceptions of the use of Canva show highly positive responses, with the highest mean scores on items P3, P5, and P10, each reaching 4.71 (on a scale of 5), and low standard deviations, indicating consistent perceptions among students. It can therefore be concluded that the implementation of Canva-based instructional media not only improves students' vocabulary mastery but also enhances their motivation and engagement in the learning process.

Keywords:*

Instructional Media, Canva, English Vocabulary

1. Introduction

Teaching methods implemented by teachers are closely related to the framework of the curriculum established by the central government through the Ministry of Education and Culture of the Republic of Indonesia. Currently, the national education system in Indonesia implements both the 2013 Curriculum (Kurikulum 2013 or K-13) and the Merdeka Curriculum (Kurikulum Merdeka or Kumer), which differ in several aspects of their implementation. One notable

difference can be observed in the allocation of English as a subject in educational institutions. Under the 2013 Curriculum, English is not taught at the primary school level, whereas in the Merdeka Curriculum, English is introduced as either an optional or compulsory subject depending on the readiness of the institution, starting from Grade 3 of primary school (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2024, Article 33). Furthermore, K-13 emphasizes mastery of nationally standardized content and a thematic learning approach, while K-13 promotes more flexible, project-based learning that is aligned with students' interests. In terms of assessment, K-13 prioritizes non-academic evaluation focusing on character development, whereas K-13 employs more structured academic assessment (Rohimajaya et al., 2022).

During this curricular transition, English has become an increasingly important subject to be learned from the primary school level as a response to the educational challenges of the digital era, which demand students' proficiency in English. In addition, English instruction is also driven by the relatively low level of English proficiency among Indonesian students compared to those in neighboring countries. The Education First English Proficiency Index (EF EPI, 2024) indicates that Indonesia ranks 80th out of 116 countries, classified in the low proficiency category, which is a concerning issue given the growing importance of English in the modern world. English is essential as a global language and as a medium of international communication (Jenkins, 2009).

English vocabulary mastery among junior high school students in Indonesia remains relatively low. According to the 2022 Programme for International Student Assessment (PISA), Indonesian students' literacy performance is below the OECD (Organisation for Economic Co-operation and Development) average, with a score of 371 compared to the international average of 476 (OECD, 2023). This low level of literacy is partly attributable to students' limited English vocabulary knowledge. This finding is supported by Mustafa (2019), who reported that graduates from junior high schools in several regions in Indonesia typically master only about 500–1,000 English words, far below the recommended minimum standard of 2,000–3,000 words for intermediate-level learners.

One of the factors contributing to this low level of vocabulary mastery is the use of teaching methods that are less engaging and tend to be monotonous. Many students feel reluctant to speak English due to low motivation, insufficient vocabulary, and a lack of opportunities to practice in real or authentic contexts (Billah, 2024). Motivation plays a crucial role in successful language learning. According to Gardner's (2010) theory of motivation, high levels of motivation encourage learners to be more persistent in learning the target language, including in acquiring vocabulary.

In the digital era, the use of technology in education offers a promising solution to enhance both students' motivation and learning outcomes. Technology has become an integral part of the learning process, including in language education (Chapelle & Sauro, 2017). One digital platform that can be utilized in English language teaching is Canva, an online graphic design platform that provides various features for creating attractive visual content such as posters, presentations, infographics, and other instructional visual media.

Previous studies have demonstrated the effectiveness of visual media in improving vocabulary acquisition. Wahyuni (2020) found that the use of visual media increased English vocabulary retention by up to 65% compared to conventional methods. Similarly, Sari and Munir (2024) reported that digital technologies, including online learning platforms, interactive applications, and artificial intelligence-based tools, have a positive impact on learning effectiveness and enhance students' learning motivation, including the use of Canva. Specifically regarding Canva, Sari et al. (2024) revealed that the implementation of Canva-based instructional media in language subjects increased students' interest and engagement in the learning process. However,

their study did not specifically examine its effect on improving English vocabulary acquisition at the junior high school level in Indonesia. The urgency of this study is further supported by the fact that English proficiency is a critical skill in the era of globalization and the Fourth Industrial Revolution (Industry 4.0). Strong English proficiency increases students' opportunities to pursue higher education and enhances their competitiveness in the global labor market. According to the EF English Proficiency Index (2023), Indonesia ranked 80th out of 113 countries, categorized as having low English proficiency. This condition highlights the need for innovation in English language instruction, particularly in vocabulary teaching.

In addition, based on preliminary observations conducted at SMP Putri Khodijah Sumbawa, several challenges were identified in students' reading ability. The main difficulty faced by students lies in understanding reading texts, which is largely caused by their limited vocabulary and the lack of strategies to expand their lexical knowledge. During English lessons, teachers primarily relied on instructional media obtained from the internet, such as searching for images via Google, which were then printed and used as visual aids in class. Furthermore, the teaching method employed was predominantly lecture-based. These conditions have contributed to students' learning outcomes remaining below the school's Minimum Mastery Criterion (KKM), which is set at a score of 75. Based on the above discussion, the objectives of this study are (1) to analyze the significant effect of implementing Canva-based instructional media on improving students' English vocabulary mastery, and (2) to investigate students' perceptions of the use of Canva-based instructional media in English learning at SMP Putri Khodijah Sumbawa.

2. Research Methods

Descriptive Statistics of Pre-test Scores in the Experimental and Control Groups

The researcher analyzed students' vocabulary mastery data in English learning using descriptive tables presenting indicators such as mean score, minimum score, maximum score, and standard deviation. These data are presented in Table 3.1, which summarizes the descriptive statistics of pre-test results for both the experimental and control groups. This presentation provides an initial overview of the distribution and tendencies of students' scores prior to the implementation of the treatment, thereby serving as a baseline for evaluating the effectiveness of the instructional media used.

Table 3.1 Descriptive Statistical Results of the Pre-test English Vocabulary Scores of the Experimental and Control Group

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Experimental Group Pre-test	14	50	80	65.71	7.436
Control Group Pre-test	14	48	82	64.86	8.547
Valid N (listwise)	14				

Source: Data Processed Using SPSS 26 (2025)

The descriptive analysis presented in Table 3.1 indicates that the students' initial vocabulary proficiency in both the experimental and control groups was relatively balanced. The experimental group obtained a maximum score of 80 and a minimum score of 50, whereas the control group recorded a maximum score of 82 and a minimum score of 48. The standard deviation of the control group (8.547) was higher than that of the experimental group (7.436), indicating greater variability in student performance. The mean pre-test score of the experimental group

(65.71) was slightly higher than that of the control group (64.86), suggesting that both groups had comparable initial abilities prior to the implementation of the treatment.

Descriptive Statistics of Post-test Scores for the Experimental and Control Groups

Furthermore, the researcher conducted a descriptive statistical analysis of the post-test results on students' vocabulary achievement in English learning after the implementation of Canva-based instructional media in the experimental group, as presented in Table 3.1. This data presentation aims to provide a comprehensive overview of the distribution and central tendencies of students' scores after the instructional treatment using Canva-based media was applied.

Table 3.2 Descriptive Statistical Results of Post-test English Vocabulary Scores for the Experimental and Control Groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Group Post-test	14	70	95	83.14	6.323
Control Group Post-test	14	60	88	74.36	7.417
Valid N (listwise)	14				

Source:

Data

Processed Using SPSS 26 (2025)

The descriptive analysis presented in Table 3.2 shows that the post-test achievement of the experimental group was higher than that of the control group after the instructional treatment. The experimental group obtained a maximum score of 95 and a minimum score of 70, whereas the control group recorded a maximum score of 88 and a minimum score of 60. The mean post-test score of the experimental group (83.14, SD = 6.323) was significantly higher than that of the control group (74.36, SD = 7.417). This difference in mean scores indicates that the use of Canva-based instructional media contributed positively to the improvement of students' English vocabulary mastery.

Independent Samples t-test

The Independent Samples t-test was used to determine whether there was a statistically significant difference in mean scores between two independent groups, assuming that the data were normally distributed and had homogeneous variances. In this study, this test was applied to examine whether there was a difference in English vocabulary achievement between the group that used Canva-based instructional media and the group that was taught using conventional methods. The analysis was based on the post-test results of both the experimental and control groups.

Table 3.3 Results of the Independent Samples t-test

Independent Samples t-test

Levene's Test for Equality of Variances t-test for Equality of Means							95% Confidence Interval of the Difference			
F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Std. Error Dif	Lower	Upper		

Post-test Scores of the Experiment Control Groups	Equal variances assumed	.225	.640	3.373	26	.002	8.786	2.605	3.431	14.140
Experiment Control Groups	Equal variances not assumed			3.373	25.364	.002	8.786	2.605	3.425	14.147

Source: Results of the Independent Samples t-test Analysis Using SPSS 26 (2025)

The results of the Independent Samples t-test in Table 3.4 indicate a significant difference in English vocabulary mastery between the experimental group that used Canva-based instructional media and the control group that was taught using conventional methods. Levene's test yielded a significance value of 0.640 (> 0.05), indicating that the variances of the two groups were homogeneous; therefore, the analysis was conducted using the equal variances assumed row. On this row, the Sig. (2-tailed) value was 0.002, demonstrating a statistically significant difference between the two groups. This finding was further supported by a mean difference of 8.786 and a 95% confidence interval (3.431–14.140), which did not include zero.

Substantively, these findings indicate that Canva is significantly more effective than conventional methods in improving students' vocabulary mastery. This result is consistent with Mayer's Multimedia Learning Theory (2009), which states that learning is more effective when information is presented through an interactive combination of text and visual elements. In addition, Arsyad (2011) asserts that well-designed instructional media can deepen conceptual understanding and enhance memory retention, while Heinich et al. (2021) emphasize that visual technology-based media can improve concept mastery through students' multisensory engagement.

These findings are also consistent with previous studies, such as the research conducted by Indriani Lumbantoruan et al. (2024), which reported a significant improvement in vocabulary mastery through the use of Canva, and the study by Dani et al. (2023), which found that designing flyers using Canva increased students' vocabulary knowledge and learning motivation. Pedagogically, these results confirm that Canva is appropriate to be integrated as an innovative 21st-century instructional strategy because it enhances interactivity, accommodates students' visual learning needs, and encourages active participation. These findings provide practical recommendations for the development of adaptive, creative, and effective instructional media in English vocabulary learning.

Students' Perceptions in the Experimental Group Toward the Use of Canva-Based Instructional Media

Students' perceptions of the use of Canva-based instructional media were measured using a questionnaire developed based on indicators reflecting students' affective, cognitive, and psychomotor responses to the instructional media, as presented in Table 3.4 below.

Table 3.5 Descriptive Statistics of Students' Perceptions Toward the Use of Canva-Based Instructional Media

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
P1	14	4	5	4.43	.514
P2	14	4	5	4.50	.519
P3	14	4	5	4.71	.469
P4	14	4	5	4.50	.519

P5	14	4	5	4.71	.469
P6	14	4	5	4.64	.497
P7	14	3	5	4.21	.699
P8	14	4	5	4.43	.514
P9	14	4	5	4.50	.519
P10	14	4	5	4.71	.469
Valid N (listwise)	14				

Based on the descriptive analysis of the questionnaire results on the experimental group's perceptions of the use of Canva-based instructional media in English learning, the findings indicate an overwhelmingly positive response. This is evidenced by the high mean scores for all questionnaire items, ranging from 4.21 to 4.71 on a 5-point scale. All items reached a maximum score of 5, while the low standard deviation values (0.469–0.699) indicate consistency and homogeneity in students' responses. The highest mean scores were found in items P3, P5, and P10 (4.71), which are related to learning motivation, enjoyment, and the perceived usefulness of Canva. These findings are consistent with Arikunto (2012), who stated that interactive and visual media can enhance students' attention and motivation by providing enjoyable learning experiences.

Although item P7 recorded the lowest mean score (4.21), it still reflected students' perception that Canva was superior to PowerPoint in facilitating their understanding of the learning materials. This finding aligns with Heinich et al. (2021), who suggested that visual media enhance memory retention because they engage more than one sensory modality. In addition, students' positive perceptions were evident across three dimensions: cognitive (P1, P4, P7, P10), which indicate improved understanding; affective (P2, P3, P5, P8), which reflect enjoyment, motivation, and self-confidence; and psychomotor (P6, P9), which demonstrate increased learner autonomy and learning activity.

4. Novelties

This study contributes novelty by specifically examining the effectiveness of Canva in improving vocabulary mastery among junior high school students in an Islamic boarding school context, a setting that has received limited attention in previous studies (Sari et al., 2024). Unlike earlier research that focused primarily on students' interest or creativity, this study integrates inferential statistical analysis with a multidimensional assessment of students' perceptions to provide more comprehensive evidence. These findings extend Mayer's Multimedia Learning Theory (2009) by demonstrating that Canva not only improves learning outcomes but also enhances students' motivation and engagement.

5. Conclusion

The results of this study confirm that the use of Canva-based instructional media has a positive and significant effect on improving students' vocabulary mastery. This effectiveness is evidenced by the increase in pre-test to post-test scores in the experimental group, as well as the significant difference compared to the control group. In addition to cognitive improvement, the questionnaire results also reveal highly positive student perceptions of Canva, with high and consistent scores across several key indicators. These findings indicate that Canva not only strengthens cognitive outcomes but also exerts affective and psychomotor impacts by enhancing students' motivation, engagement, and independence in learning.

6. Acknowledgements

The author would like to express sincere gratitude to the Director of the Graduate School of the Master's Program in Management of Innovation at Sumbawa University of Technology for the invaluable support and encouragement in facilitating the publication of this article. The assistance and institutional support provided have contributed significantly to the successful completion and dissemination of this research.

References

Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi Revisi 2019). Rineka Cipta

Arsyad, A. (2019). Media pembelajaran. Jakarta: PT RajaGrafindo Persada

Billah, A. A. M. A. (2024). Dinamika Kelas Bahasa Inggris: Eksplorasi Kualitatif Tentang Metode Pembelajaran Yang Menarik Bagi Siswa Sekolah Dasar. *AL YASINI: Jurnal Keislaman, Sosial, Hukum dan Pendidikan*, 9(2), 222-222.

Chapelle, Carol & Sauro, Shannon. (2017). *The Handbook of Technology and Second Language Teaching and Learning*. Wiley BlackwellISBN: 978-1-119-10847-4.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Dani, E. P., Agustin, A., & Deani, E. (2023). Meningkatkan Vocabulary Siswa Dalam Pembuatan Flayer Berbahasa Inggris Dengan Menggunakan Aplikasi Canva. *Jurnal Pengabdian kepada Masyarakat Nusantara*, 4(3), 2301-2307.

EF. (2023). Ef- Epi. *EF English Proficiency Index*, 27. <https://www.ef.com/wwen/epi/>.

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model* (Vol. 10). Peter Lang.

<https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2024/ef-epi-2024-english.pdf>

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2021). *Instructional media and technologies for learning* (12th ed.). New York: Pearson.

Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200–207. <https://doi.org/10.1111/j.1467-971X.2009.01582.x>

Lumbantoran, I., Simanjuntak, E. B., Simbolon, N., Pauli, A., & Usman, K. (2024). Pengembangan Media English Vocabulary Card Berbasis Canva untuk Meningkatkan Kosa Kata Bahasa Inggris di Kelas V SD Negeri 105273 Helvetia. *Jurnal Pendidikan Tambusai*, 8(3), 40524–40532.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press

Menteri Pendidikan, Kebudayaan, R. dan T. (2024). Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 12 Tahun 2024 Tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah. *Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Kebudayaan Dan Penjaminan Mutu Pendidikan*, 1–26.

Mustafa, F. (2019). English Vocabulary Size of Indonesian High School Graduates: Curriculum Expectation and Reality. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 3(2), 357-371.

PISA 2022 Results (Volume I and II) - Country Notes: Indonesia, https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/indonesia_c2e1ae0e-en.html

Rohimajaya, Nur Azmi, Rudi Hartono, Issy Yuliasri, dan Sri Wuli Fitriati. 2022. "Kurikulum 2013 dan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris untuk SMA di Era Digital." Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang 825–29.

Sari, D. S., Astuti, D. S., & Suparjan, S. (2024). Implementasi Canva dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas Sungai Kakap Kubu Raya. *Journal of Education Research*, 5(2), 1064-1070.

Sari, A. P., & Munir, M. (2024). Pemanfaatan teknologi digital dalam inovasi pembelajaran untuk meningkatkan efektivitas kegiatan di kelas. *Digital Transformation Technology*, 4(2), 977-983.

Sugiyono. (2020). *Metode penelitian kuantitatif, kualitatif, dan R&D* (Edisi 2). Alfabeta.

Wahyuni, M. (2020). Statistik deskriptif untuk penelitian oleh data manual dan SPSS versi 25.

Biography of Authors



Dr. Suparman, S.Pd., M.Pd. B.I., is a lecturer in the Master's Program in Innovation Management and the English Language and Culture Study Program at Sumbawa University of Technology. He was born in Labuhan Terata on October 7, 1987. He completed his undergraduate degree in English Education at IKIP Mataram, now known as Mandalika University. He then earned his Master's degree in English Language Education at Ahmad Dahlan University, Yogyakarta, and obtained his linguistic doctoral degree from Udayana University, Bali.

Email: suparman@uts.ac.id

Ridwan, S.Pd., MM.Inov., is the Principal of SMP Putri Khodijah Sumbawa. He also serves as an English teacher at the school. He completed his Bachelor's degree in English Education at STKIP Paracendekia NW Sumbawa. He later earned his Master's degree in Innovation Management from Sumbawa University of Technology in 2025.

Email: ridwanutan@gmail.com