

THESIS

**THE IMPLEMENTATION OF CANVA IN MOTIVATING ENGLISH TEACHER
AND STUDENT IN THE CLASSROOM**



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BLOKAGUNG BANYUWANGI
2025**



DEGREE PREREQUISITES PAGE

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TEACHER AND STUDENT IN THE CLASSROOM**

THESIS

Presented to Faculty of Tarbiya and Teachers Training
Universitas KH. Mukhtar Syafaat
In a Partial Fulfillment of the Requirement for the Degree of
Strata 1 In English Education Department (S.Pd.)

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MOTO AND DEDICATION

MOTTO :

“My dad once told me, people won’t always understand your struggles or the hard times you go through they’ll only see the success in the end. So, keep pushing for yourself, even if no one’s cheering you on. One day, your future self will be so proud of everything you're fighting for today.”

DEDICATION :

“This thesis is dedicated to my sponsors, especially my beloved father and mother, who have fought with all their hearts and efforts so that I could reach this point. Every sacrifice, prayer, and support you have given has been the foundation of this journey. Words will never be enough to repay it all thank you, from the deep of my heart. I would also like to express my gratitude to my entire support system those amazing people who stood by me, encouraged me, and reminded me to keep going when things got tough. You are the reason I kept moving forward. All of you hold a special place in this chapter of my life. Thank you for being a part of this journey. “

DECLARATION OF AUTHENTICITY OF THESIS

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1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Banyuwangi, 11 May 2025

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ABSTRACT

Faroh, H. 2025. The Implementation of Canva In Motivating English Teacher and Student In The Classroom. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas KH. Mukhtar Syafa'at (UIMSYA) Blokagung Banyuwangi
Pembimbing: Dr. Zulfi Zumala Dwi Andriani, M.A.

Key Words: Canva, Digital Learning, Learning Innovation.

This research explores the integration of Canva, a graphic design platform, in English language education, focusing on its potential to enhance teaching materials, student and teacher motivation. The study highlights the importance of learning media as tools that facilitate active engagement and skill development among students and teachers alike. It emphasizes that the current educational curriculum encourages creativity and independent skill development, moving beyond traditional textbook reliance.

The research identifies the challenges faced by students in learning English, often perceived as a difficult subject, which can lead to low intrinsic motivation despite the use of engaging digital media like Canva. While Canva is praised for its user-friendly interface and collaborative features, which promote creativity and teamwork, the study also notes that it does not significantly enhance student motivation in learning English.

The findings suggest that while Canva can create visually appealing instructional materials, it is crucial for teachers to guide students in focusing on content rather than design elements to ensure effective learning. The research concludes that integrating Canva with student-centered strategies, such as active learning techniques and real-world applications, can help improve student engagement and motivation.

Overall, the study advocates for the broader use of Canva in educational settings, recognizing its potential to transform teaching and learning, while also addressing the need for adequate technological infrastructure and teacher training to maximize its effectiveness.

ABSTRACT

Faroh, H. 2025. The Implementation of Canva In Motivating English Teacher and Student In The Classroom. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas KH. Mukhtar Syafa'at (UIMSYA) Blokagung Banyuwangi
Pembimbing: Dr. Zulfi Zumala Dwi Andriani, M.A.

Kata Kunci: Canva, Digital Learning, Learning Innovation.

Penelitian ini mengeksplorasi integrasi Canva, sebuah platform desain grafis, dalam pendidikan bahasa Inggris, dengan fokus pada potensinya untuk meningkatkan materi pengajaran, motivasi guru dan siswa. Studi ini menyoroti pentingnya media pembelajaran sebagai alat yang memfasilitasi keterlibatan aktif dan pengembangan keterampilan di antara siswa dan guru. Penelitian ini menekankan bahwa kurikulum pendidikan saat ini mendorong kreativitas dan pengembangan keterampilan secara mandiri, bergerak melampaui ketergantungan pada buku teks tradisional.

Penelitian ini mengidentifikasi tantangan yang dihadapi siswa dalam belajar bahasa Inggris, yang sering dianggap sebagai subjek yang sulit, yang dapat menyebabkan motivasi intrinsik yang rendah meskipun menggunakan media digital yang menarik seperti Canva. Meskipun Canva dipuji karena antarmuka yang ramah pengguna dan fitur kolaboratifnya, yang mendorong kreativitas dan kerja tim, studi ini juga mencatat bahwa Canva tidak secara signifikan meningkatkan motivasi siswa dalam belajar bahasa Inggris.

Temuan menunjukkan bahwa meskipun Canva dapat menciptakan materi instruksional yang menarik secara visual, penting bagi guru untuk membimbing siswa agar fokus pada konten daripada elemen desain untuk memastikan pembelajaran yang efektif. Penelitian ini menyimpulkan bahwa mengintegrasikan Canva dengan strategi yang berpusat pada siswa, seperti teknik pembelajaran aktif dan aplikasi dunia nyata, dapat membantu meningkatkan keterlibatan dan motivasi siswa.

Secara keseluruhan, studi ini mendorong penggunaan Canva yang lebih luas dalam pengaturan pendidikan, mengakui potensinya untuk mentransformasi pengajaran dan pembelajaran, sambil juga mengatasi kebutuhan akan infrastruktur teknologi yang memadai dan pelatihan guru untuk memaksimalkan efektivitasnya.

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Banyuwangi, 11th June 2025

HANIN FAROH HAYATI

TABLE OF CONTENT

cover

THESIS

THESIS	1
DEGREE PREREQUISITES PAGE	i
APPROVAL SHEET	ii
AGREEMENT	iii
MOTO AND DEDICATION	iv
DECLARATION OF AUTHENTICITY OF THESIS	v
ABSTRACT	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF TABLE	xiii
LIST OF PICTURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	4
1.3 Research Purpose	4
1.4 Research Significant	4
1.4.1 Theoretical Benefits	4
1.4.2 Practical Benefits	4
1.5 Definition of Terms	5
1.5.1 Canva	5
1.5.2 Teacher and Student Motivation	5
1.5.3 Learning English	5

CHAPTER II REVIEW OF RELATED LITERATURE	6
2.1 Theoretical Review	6
2.2 Previous Studies	11
2.3 Research Thought Flow	20
CHAPTER III RESEARCH METHOD	21
3.1 Research Design	21
3.2 Location and Time of Research	22
3.3 Informant	23
3.4 Data and Data Sources	23
3.5 Procedure Data Collection	24
3.6 Data Analysis	25
3.7 Data Validity Check	26
3.8 Research Stages	26
3.9 Writing Systematics	27
CHAPTER IV FINDING AND DISCUSSION	28
4.1 Research Finding	28
4.1.1 Field Data Overview	28
4.2 Discussion	34
CHAPTER V CLOSING	36
5.1 Conclusion	36
5.2 Research Implications	37
5.2.1 Theoretical Implications	37
5.2.2 Practical Implications	38
5.3 Research Limitations	39

5.4 Sugestions	39
REFERENCES	40
HISTORY LIST LIFE	43
APPENDIX.....	45

LIST OF TABLE

Table 2. 1 Previous Study	19
Table 2. 2 Research Thought Flow	20

LIST OF PICTURE

Picture 4. 1 innovative learning media	33
Picture 4. 2 innovative learning	33

LIST OF APPENDICES

<u>Appendix</u>	33
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CHAPTER I

INTRODUCTION

1.1 Research Background

In the learning process, one effective teaching method that aligns with technological advancements is the use of learning media as a reference tool during teaching and learning activities. Learning media serve as tools that enable both teachers and students to engage actively, develop new skills, and create products through the application of these media (Rangko, 2022). Additionally, the current curriculum encourages students to think creatively, develop skills independently, and compete in technological fields, rather than relying solely on textbooks or teachers as the only learning resources (Maulana, 2020). Language is a system of meaningful utterances produced by the speech organs. English holds an important role in Indonesia's education system. In every learning process, including Indonesian language or other subjects, learning media act as vital supporting tools (Maulana, 2020)

Education plays a crucial role for each generation, particularly the younger generation, in advancing quality education and enhancing human resource knowledge in a country like Indonesia (Hijrah et al., 2024). English, as a foreign language, is often considered challenging and is taught in schools and universities as an international language. Mastery of a language includes skills such as listening, speaking, reading, and writing. Teachers need effective teaching aids or media to maximize students' potential and boost their motivation to learn.

According to Sama' et al., (2022), educational media serve three main functions. First, they assist teachers in carrying out their duties. Using appropriate media helps address weaknesses or deviations in learning and supports time-efficient lessons, enabling students to retain material more effectively. Second, media benefit students by stimulating psychological aspects such as observation, memory, emotion, intelligence, and thinking, since media possess strong motivational power. When used ethically and responsibly, educators can help students better understand the material. Third, safe and effective media improve the teaching and learning process, resulting in optimal outcomes.

Among various media, canva is one tool that teachers can utilize. Canva is a graphic design platform that allows users to easily create

creative designs online—ranging from greeting cards and posters to brochures, infographics, and presentations (Hijrah et al., 2024). Canva is accessible via the web, iPhone, and android devices (Pedroso et al., 2023). Digital tools like canva are increasingly important for enhancing the teaching and learning experience. This overview highlights how users perceive canva as a driver of innovation in education. Canva is praised for its ability to support the creation of creative, innovative, and collaborative learning videos. Educators find it effective for delivering content in an engaging way, which helps students grasp complex topics (Ruszayanthi et al., 2024). With numerous design templates—available for free or through paid subscriptions—canva enables the efficient production of learning materials across various devices, including smartphones.

The collaboration feature in canva allows teachers and students to work together online, edit designs simultaneously, and provide real-time feedback (Fauziyah et al., 2022). Using canva also helps students develop digital skills that are useful for their future academic and career paths. Moreover, it serves as a platform for creating digital portfolios where both students and teachers can store completed assignments, certificates, and projects (Maulana, 2020). SMP Al-Qur'an Salafiyyah Shafi'iyah has also reported the use of canva across various subjects such as English, Indonesian, Mathematics, and Culture. Teachers and students create concept maps, infographics, diagrams, and engaging presentation materials, helping students better understand abstract concepts visually. Canva also supports project-based learning, where students design posters or group presentations tied to learning themes.

Beyond delivering material, canva promotes 21st-century skills such as creativity, collaboration, communication, and digital literacy. Assignments using canva encourage teamwork, idea-sharing, and visual expression. This builds students' confidence when presenting their ideas to peers and teachers. Students generally respond positively to canva, appreciating its ease of use, diverse applications, and collaboration tools. These features enhance creativity and cooperation, leading to greater satisfaction and consistent use. As a result, canva contributes to the creation of effective and engaging learning materials, improving the online teaching process. Teachers from various disciplines, including those at SMP Al-Qur'an Salafiyyah, use canva to complement or even replace traditional teaching methods.

In English language learning, Canva serves as a digital tool that enriches the teaching and learning process with visual media. Its features help improve student comprehension and creativity. For instance, teachers and students can design vocabulary flashcards with images and text to enhance vocabulary retention. Canva also enables the creation of infographics summarizing grammar rules, sentence structures, or key language concepts. Teachers can create interactive and engaging presentations to simplify topics such as tenses, parts of speech, or essay writing. The platform supports the creation of posters or flyers promoting language activities, classroom rules, motivational quotes, or events. Students can develop their writing skills through storytelling and comic creation, producing short stories or dialogues. Canva also allows for the design of interactive worksheets and quizzes tailored to specific learning needs. Collaborative projects improve communication and teamwork skills by allowing students to work together online.

Canva is flexible for distance learning and can be accessed anytime with an internet connection, facilitating smooth learning even without face-to-face interaction. Teachers find it a versatile space to innovate and present material attractively across different grade levels (Hijrah et al., 2024). However, challenges remain, including the need for teacher training on technology use and limited student access to stable internet, especially in boarding school environments. Despite these challenges, Canva is recommended for broader use as a modern learning medium suited to the digital era. In fields like marketing, Canva has been shown to enhance students' creativity, design skills, collaboration, and critical thinking. A well-structured integration of Canva into the curriculum can foster immersive learning experiences for both students and educators. However, users also face limitations such as media access issues and connectivity problems, which can hinder the design process.

Overall, Canva is a valuable digital tool that significantly contributes to learning innovation by fostering creativity, collaboration, and engagement in education. Despite some challenges, positive feedback from students and teachers highlights its potential to transform teaching and learning.

1.2 Research Problem

Research problem is a practical oriented goal that is significantly aimed and used as an instrument to conduct research whether it provides progress of discovery or not. Based on the Background of the study involving above, this research is attempted to do some of the following:

1. How is the using canva increasinge teacher's motivation in developing learning media innovative in English Language class?
2. How is the using of canva increasinge student's motivation studying English Language?

1.3 Research Purpose

Based on the problems formulated above, the purpose of this study is to describe and analyze how Canva is used in developing creative and engaging teaching materials, in order to motivate both teachers and students to learn English more effectively at SMP Al-Qur'an Salafiyyah Shafiyyah. The researcher analyzed this issue to explore how canva has been implemented in schools through digital teaching, enabling students to build greater self-confidence and enhancing their understanding of the target language. Furthermore, the digitalization process helps students overcome the perception that English is a difficult subject.

1.4 Research Significant

1.4.1 Theoretical Benefits

By using Canva in learning, students engage with the principles of project-based learning. This confirms that integrating both manual and digital approaches through Canva allows students and teachers not only to learn English, but also to simultaneously apply design skills and critical thinking (Ngoc & Huyen, 2023).

1.4.2 Practical Benefits

Professional development for English teachers can be enhanced by incorporating Canva into their teaching practices. This experience provides valuable insights into integrating technology and exploring innovative pedagogical methods, enabling teachers to adapt effectively to the dynamic nature of the educational landscape.

1.5 Definition of Terms

1.5.1 Canva

Canva is a web-based graphic design platform that allows users to easily and quickly create various types of designs, such as posters, presentations, infographics, invitations, business cards, social media content, and more. The platform offers an intuitive interface, drag-and-drop functionality, and thousands of customizable templates. Canva also provides a library of design elements—including images, icons, fonts, and illustrations—available in both free and premium versions. It can be used by individuals, business owners, and professional teams to create visually appealing designs without requiring advanced design skills. In addition to its web version, Canva is also available as an app for iOS and Android devices (Canva.com, 2024).

1.5.2 Teacher and Student Motivation

Teacher motivation is a psychological drive, both intrinsic and extrinsic, that encourages a teacher to carry out their duties with enthusiasm, dedication, and a strong sense of responsibility not only in educating students academically but also in nurturing their moral and emotional development. It also inspires teachers to continuously improve their professional competence through ongoing development and self-improvement.

Student motivation is the internal and external drive that encourages students to actively engage in the learning process, participate in educational activities with enthusiasm, and strive to achieve predetermined academic goals.

1.5.3 Learning English

According to the behaviorist approach, B.F. Skinner, one of the leading psychologists, argued that learning English involves both positive and negative reinforcement. In this context, positive reinforcement may come in the form of praise or rewards given when someone successfully uses English correctly, while negative reinforcement, such as correction or reprimands, is used to address errors in language use. By applying this theory, learning English can become more enjoyable and effective.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related theories used in this study and related literature.

2.1 Theoretical Review

A. Canva

Canva is an ideal solution for anyone who wants to create designs quickly and easily without requiring in-depth design skills. Whether for personal, business, or academic purposes, Canva offers a variety of features that help users create attractive designs in no time. It is an online-based graphic design platform that enables users to produce various types of designs easily, even without professional design expertise. With its intuitive interface and drag-and-drop system, Canva has become one of the most popular tools among individuals, businesses, students, and creative professionals for designing visually appealing content quickly and efficiently.

According to Kharissidqi & Firmansyah, (2022), Canva is a website and application that provides tools for creating graphic designs and online publications. Launched in 2013, Canva has become one of the most widely used applications due to its ease of use, even for beginners. It can be accessed via website, desktop application, or mobile phone, making it convenient for users to create designs anytime and anywhere.

Known for its accessibility and user-friendly interface, it is no surprise that Canva is a top choice for those looking to create visual content without being design experts. Not only is it easy to use, but it also offers thousands of templates that beginners can utilize with ease. The platform is free to use, although a paid version is available that provides additional tools and more comprehensive templates.

B. Digital Learning

a. Understanding Digital Learning

Digital learning is defined by experts as a learning method that utilizes digital technology to improve accessibility, flexibility, and the overall learning process (Herawati et al., 2025). According to Bates, digital learning refers to the use of internet-based technology to support more interactive and adaptive learning tailored to individual needs. Meanwhile,

Siemens explains that digital learning enables more connected, collaborative, and networked learning, allowing students to acquire knowledge from multiple sources.

Compared to traditional learning, which usually takes place face-to-face in a classroom, digital learning offers a more flexible approach that is not limited by space or time. In traditional learning, interactions between teachers and students often occur directly, while in digital learning, these interactions can occur through online platforms, video conferencing, or digital learning modules that allow students to learn independently. Digital learning relies more on technologies such as artificial intelligence and data analytics to customize materials based on each student's ability and learning pace.

Key characteristics of digital learning include flexibility in accessing materials, interactivity through digital media, and personalization that allows learning experiences to be tailored to individual needs. In addition, digital learning emphasizes collaborative learning through various online platforms and the use of data to enhance learning effectiveness. With technologies such as gamification, augmented reality (AR), and artificial intelligence (AI), the learning experience becomes more engaging and innovative.

The development of digital learning in the education sector is accelerating, especially with the increasing use of e-learning platforms, Learning Management Systems (LMS), and hybrid learning methods that combine face-to-face and digital elements. Recent trends show that many educational institutions are adopting technology-based learning models such as micro-learning, adaptive learning, and the use of big data to analyze student learning patterns. In the future, digital learning is expected to continue evolving alongside technological advancements, enabling more inclusive, efficient, and needs-based education.

b. Digital Learning Model and Approaches

In the modern world of education, various digital learning models have been developed to meet the needs of

increasingly dynamic and technology-based learning environments (Herawati et al., 2025). Below are some of the main digital learning models along with their explanations:

1. E-learning

E-learning is a digital-based learning model that allows access to online learning materials. This model utilizes Learning Management Systems (LMS) such as Moodle, Google Classroom, and Coursera to provide educational content that can be accessed anytime and anywhere (Thombare & Pol, 2021). It offers various features, including text, videos, images, audio, and engaging quizzes.

2. Blended Learning

Blended learning combines online learning with face-to-face sessions, providing a balance between direct interaction and digital flexibility. This model is widely used in educational institutions to enhance learning effectiveness by leveraging the strengths of both approaches. It is commonly applied for more in-depth discussions (Thombare & Pol, 2021).

3. Flipped Classroom

The flipped classroom is a learning model in which students study theoretical material beforehand via digital platforms, and classroom sessions are used for discussions, Q&A, and problem-solving activities (Hrastinski, 2008). Platforms such as Canva and Google Classroom can support this model.

4. Microlearning

Microlearning is a learning model that delivers content in small, focused units, each targeting a specific topic over a short period. This model is often used in corporate training and skills-based education to improve retention and learner engagement.

5. Massive Open Online Courses (MOOCs)

MOOCs are online learning platforms open to anyone worldwide, regardless of geographic or institutional boundaries. Platforms like edX, Udemy, and FutureLearn offer courses across various disciplines in flexible formats (Thombare & Pol, 2021). MOOCs can accommodate hundreds or even thousands of participants and often

include visual materials, audio, and discussion forums to enhance the learning experience.

c. Theoretical Framework in Digital Learning

In research on digital learning, relevant theories are used to build a foundation for understanding how learning through technology can be applied effectively.

1. Connectivism Theory (Siemens, 2005)

Connectivism Theory, developed by George Siemens, is a learning theory that emphasizes that learning in the digital world occurs through connections and interactions among individuals, information, and technology. Siemens argues that knowledge comes not only from individuals but also from the social and technological networks that surround us.

2. Constructivism Theory (Piaget, 1950)

Jean Piaget is one of the key figures in constructivism theory, which focuses on how learning occurs through direct experience and interaction with the environment. Piaget believed that students actively construct their knowledge based on their experiences. In the context of digital learning, learning occurs not only through the transfer of information but also through active exploration and application by students.

3. Behaviorism Theory (Skinner, 1953)

B.F. Skinner, a leading figure in behaviorism theory, argued that learning is a change in behavior that occurs in response to stimuli. This theory emphasizes positive and negative reinforcement in the learning process. In digital learning, this reinforcement can take the form of direct feedback provided through e-learning systems or learning applications.

C. Learning English

Learning English might be a dream for many people. However, the process of learning a foreign language doesn't always come easily. That's why experts in this field have developed several theories to help

us better understand and master English. In this article, we'll explore some of these theories in a relaxed and journalistic tone.

1. Behaviorist Theory by B.F. Skinner

According to the behaviorist approach, B.F. Skinner, one of the most prominent psychologists, believed that learning English involves both positive and negative reinforcement. Positive reinforcement can come in the form of praise or rewards when someone successfully uses English correctly, while negative reinforcement, such as a correction or reprimand, is given to help fix mistakes in usage. By applying this theory, learning English can become more enjoyable and effective.

2. Constructivist Theory by Lev Vygotsky

Lev Vygotsky's constructivist theory focuses on the idea that people learn English through interaction and collaboration with others. According to Vygotsky, communicating and interacting with peers or native speakers can help learners develop their English skills. That's why group discussions or participating in English classes can help students expand their vocabulary and improve their speaking abilities.

3. Cognitive Theory by Jean Piaget

According to Jean Piaget's cognitive theory, learning English involves stages of cognitive development known as "assimilation" and "accommodation." When learning English, individuals incorporate new knowledge and experiences into their existing understanding. However, if the new information doesn't fit their current framework, they must adjust their thinking through "accommodation." In this way, learning English becomes a constant and dynamic process.

2.2 Previous Studies

NO	Name, Year, Research Title	OJS Article Link, Journal/Thesis /Dissertation Name, PT Name	Research purposes	Research methods	Results/Conclusions	Equality	Difference
1	Sama', Navy Seaphal, & Muhammad Masbahudholm R (2022) Realizing Creative Innovative Education through Improving Digitalization Skills in Learning with Canva Media in the Era of Smart	Article Realizing Creative Innovative Education through Improving Digitalization Skills in Learning with Canva Media	The purpose of community service activities is based on various findings regarding problems experienced by partners, namely SDN Kota Kepanjin Sumenep , Regency Sumenep .	This study uses community service activities in the form of interviews and workshops to support teachers' abilities in guiding students in the learning process. Workshop activities are	The workshop began with the delivery of material on learning media, how to create interesting media, a question and answer session, and training. The teachers of SDN Kepanjin seemed enthusiastic, especially when asking questions	The object of research is the same as discussing the digitalization of school administrative staff. The type and approach of research used are the same as using the interview approach.	Location of the research previously is Kepanjin Elementary School while in the research This the object is the SMP Al Qur'an Salfiyyah Shafiyyah The results of previous

	Society 5.0			activities where there are many people who have expertise and who want to learn to gather as one unit in the activity. Discussing problems and then providing teaching or training to the audience	and trying out various learning media. At the end of the event, participants were given the task of creating learning media to measure understanding. they to material that has been delivered .		studies were that teachers at SDN Kepanjin were very enthusiastic in understanding and trying various learning media. Through question and answer sessions and direct practice, they actively participated and explored how to
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							create interesting learning media. Meanwhile, in this study, those at SMP Al Qur'an salfiyyah shafiyyah motivate and innovate to students and students.
2	Nur Fitriana 1 , Idawati , Mariati (2024) IMPLEMENTATION OF CANVA-BASED LEARNING	Journal of Educational Innovation and Information Technology (JIPTI), 5(2), 375–384.	This study aims to improve the learning motivation of class III students of Sungguminas V	This research uses the Classroom Action Research (CAR) method.	Based on the results of data analysis and discussion, it can be concluded from this study that the	The objects examined are the same as using digital Canva	The location in the previous study was class III at Sungguminas V

	MEDIA TO IMPROVE LEARNING MOTIVATION	Submitted: 2024-09-26. Revised: 2024- 10-08. Accepted: 2024-10-10. Published: 2024-11-18	Elementary School through implementatio n of learning media Canva based .		implementation of the use of Canva-based learning media can motivate students to learn. The implementation of Canva-based learning media helps educators, so that learning takes place effectively and efficiently. The implementation of Canva-based learning media can display visualizations that are not only in the form of images but also display learning		Elementary School, while in this study... This the object is student class VII Al SMP Qur'an Salfiyyah shafiyyah The types and approaches of research used are different in research conducted using quantitative descriptive research, whereas in
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					videos that support motivation student .		this research qualitative descriptive research is used. Previous research results And this one is the same who wants to know that Canva can motivate students to learn.
3	Ngo Thi Bich Ngoc, Pham Khanh Huyen (2023), Using the Canva Platform in	International Journal of Scientific Publication and Research, Volume 13,	his study looked at how the Canva platform impacted students'	Research was conducted using qualitative research, and a seven-week	The findings of this study show the significant impact of the Canva platform on the	The object of research discusses the challenges faced in implementati	The locations in the research discussed by the researcher

	Designing English Lessons For Increase Motivation Study Student	Issue 4, April 2023 158 ISSN 2250-3153	perceptions of using technology to help them learn to write.	teaching experiment was conducted.	motivation of Khanh Hoa secondary school students in grade ten to learn writing. The statistics provided show the effectiveness of the Canva platform. Students specifically found that after the research period, using Canva made Study write more pleasant .	on canva in education The type and approach used are the same, using a descriptive qualitative approach.	were at Hanh Hoa High School and SMP Al Qur'an Salfiyyah shafiyyah
4	MUHAMAD ARYONO RANGKO (2022),	Thesis "Development of Canva-based interactive	This study aims to determine the development of	This type of research is research and development	The results of this study, based on validation by media and	The object of research is the same as discussing	The location of the previous study was

DEVELOPMENT OF CANVA-BASED INTERACTIVE MEDIA TO IMPROVE STUDENTS' LEARNING INTEREST IN THEME 2 SUB-THEME 1 CLASS V SDN 14 MATARAM	media to increase students' interest in learning in Theme 2 Subtheme 1 Class V SDN 14 Mataram. : University Muhammadiyah Mataram .	interactive media based on the Canva application to increase students' interest in learning theme 2 subtheme 1 class V SDN 14 Mataram and to determine the validity, practicality, and interactive media based on the Canva application to increase students' interest in learning theme 2 subtheme 1 class V SDN 14	(R&D).	material experts, obtained an average of 93.5 so that Canva-based image media is said to be very valid. And based on the analysis of student questionnaire responses in obtaining the level of practicality of the media, an average value of 95 was obtained so that the image media based on canva it is said very practical	student development using Canva.	Theme 2 Subtheme 1 Grade V Students of SDN 14 Mataram. While in study This the object is the SMP Al Qur'an Salfiyyah 1 shafiyyah The type and approach of research used is different in the research conducted by Aryono using the
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			Mataram .				type of research and development (R&D). Meanwhile, in this study, qualitative descriptive
5	Ni Nyoman Sugiani (2023), IMPLEMENTATION OF CANVA AS AN ENGLISH LEARNING MEDIA AT STATE VOCATIONAL SCHOOL 2	English Language Education and Linguistics vol.05 no.01, June 2023	This study aims to determine the challenges teachers face in teaching English using technology. media, namely the Canva application	In this study, the researcher used qualitative descriptive Method.	The results of this study state that Canva media is very suitable for learning English. because it can improve students' writing skills, creativity, critical thinking,	The object of research is the same as discussing Canva digital media.	The location of the previous study was STATE VOCATIONAL SCHOOL 2 SINGARAJA whereas in study This

	SINGARAJA				and motivation to learning. However, teachers cannot track this application, so teachers cannot see Student work process in making brochures.		the object is the SMP Al Qur'an Salfiyyah shafiyyah Types and approaches the research used is the same as the qualitative descriptive research type
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Table 2.1 Previous Study

2.3 Research Thought Flow

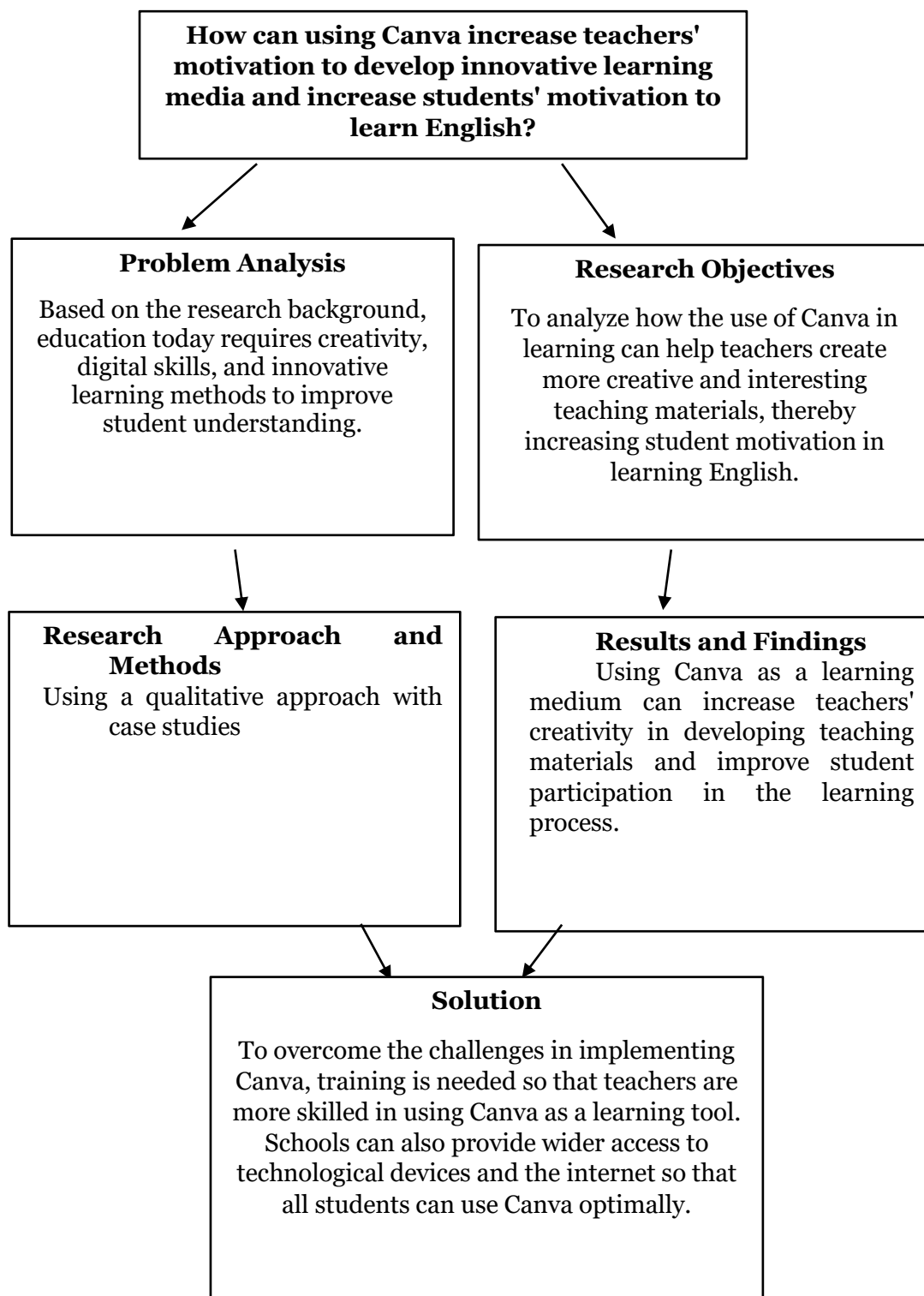


Table 2. 2 Research Thought Flow

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employs a qualitative approach with a case study design to explore students' comprehension and speaking abilities. According to Yuliana et al., (2023) in *Case Study Research: Design and Methods*, the case study is an appropriate method for investigating complex phenomena within real-life contexts, including the integration of technology in education. This research aims to examine how digital learning influences students' writing skills and to identify the challenges encountered during the learning process.

A qualitative approach is chosen to gain an in-depth understanding of the English learning process, particularly on the topic of "Direction." This approach allows the researcher to explore how the teacher delivers the material, how students respond to the learning process, and the obstacles and strategies involved in teaching and learning.

The qualitative method enables the researcher to observe direct classroom interactions and conduct interviews with both teachers and students, providing a comprehensive overview of the learning implementation (Pedroso et al., 2023). A case study design is used because this research focuses on a specific location and a particular group of participants, treated as a single case. This allows for a detailed exploration of how the teacher presents the material, how students engage with it, and what factors contribute to success or challenges in the learning process.

Through observations and interviews, this approach captures various contextual and dynamic aspects of the learning experience that may not emerge through other methods. The case study also offers flexibility to explore complex phenomena in a deep and holistic manner.

By conducting this research (Thombare & Pol, 2021), the study seeks to explore how digital technology can enhance learning effectiveness, increase student engagement, and reveal the challenges faced during its implementation. Through in-depth interviews and classroom observations, the study aims to provide a comprehensive understanding of how digital-based learning can be optimized in the context of junior high school education.

3.2 Location and Time of Research

The researcher will observe learning practices in the school environment to directly understand the dynamics of learning. Through this approach, the researcher can observe interactions between teachers and students, the learning strategies implemented, and how digital technology is used in the learning process. SMP Al Qur'an Salafiyyah Shafiyyah is one of the schools that implements digital education using Canva. This observation allows the researcher to obtain a comprehensive picture of learning practices in Class VII of SMP Al Qur'an Salafiyyah Shafiyyah.

In addition to conducting observations, this study will also conduct in-depth interviews with teachers and students as research subjects. These interviews aim to explore their understanding of learning management, their experiences using digital learning methods, and the obstacles they face in teaching and learning writing skills.

As part of the research, the researcher will also review the background of the study, including information about the school's location, the research timeline, conditions of teachers and students, and the available facilities and infrastructure.

3.2.1 Research Location

The study location is SMP Al Qur'an Salafiyyah Shafiyyah, which is situated in Sukorejo Village, Bangorejo District, Banyuwangi Regency, East Java.

3.2.2 Research Time

The research was conducted over one week during the 2024-2025 academic year, during which the researcher will collect data by observing the material being studied and interviewing teachers, students, and the vice principal.

3.2.3 Research Facilities and Infrastructure

- a. Classroom: Availability of adequate classroom space that supports the learning process, including proper arrangement, lighting, and technology (e.g., projector, laptop).
- b. Library: Availability of a library that provides various learning

resources, such as books, journals, and digital materials to support students' learning and research processes.

c. Technology: Availability of laptops, internet access, and other technological devices that facilitate modern teaching and learning methods.

3.3 Informant

In this qualitative research, informants were selected using purposive sampling. The chosen informants are individuals who can provide rich and meaningful insights related to the research topic. The key informants include those directly involved in the learning process, such as one English teacher responsible for teaching the direction material. This teacher will share insights into lesson planning, teaching strategies, challenges encountered, and students' responses to the method. Additionally, six Grade 7 students who have participated in learning the direction material will provide their experiences regarding the learning process, the challenges they faced, and their perspectives on the use of digital learning media in writing activities. Supporting informants were also involved to offer additional perspectives on the overall teaching and learning environment. Among them is the Deputy Curriculum, who contributes insights into curriculum policies and the digital learning infrastructure available at the school.

3.4 Data and Data Sources

Essential components from study This is primary data. The data is used for get a comprehensive picture of the effectiveness of digital usage in improving skills in the digital learning environment of students and teachers at SMP al-Qur'an Salafiyyah syafiyyah.

1. Primary Data

Primary data is collected directly from research subjects, including:

a. Class Observation Data

1. Class activity notes, teacher- student interactions, and implementation in teaching asking for direction.
2. Utilization of technology or digital media in writing activities.

b. In-depth Interview Data

1. English Teacher; Insight about their teaching experiences, strategies used, challenges faced, and the effectiveness of the methods.

2. students; Experience Study them, the challenges they face, and their perceptions of digital learning in writing.
3. Deputy. Curriculum; Perspective policy schools about digital learning and support for these methods.

3.5 Procedure Data Collection

Data collection techniques are data collection instruments that determine the success or failure of a study. Data collection techniques are the most important step in research, because the main goal of the researcher is to find data. In this study, the data used by:

1. Observation Method

During the observation, researcher was actively involved in the environment of SMP Al-Qur'an Salafiyah Shafi'iyah as part of the observation process. I personally observed how Canva is utilized by teachers to increase motivation and creativity in learning English. One example of its implementation is when the teacher creates visual designs in the form of PowerPoint slides using Canva, which display maps and directions. This media is used to explain the topic of "Direction" in a more interesting and easily understood way for students.

Additionally, researcher observed a role-playing session designed by the teacher as a speaking exercise for students. In this session, students paired up and practiced expressions such as "Go straight," "Turn left," or "Where is the library?" directly, based on the situations described in the slides. The classroom atmosphere became more lively and participatory.

Through this observation, researcher gained an understanding of teacher and student behavior, as well as their interactions in the context of innovative learning, which is the focus of this study.

2. Interview Method

According to Muhammad Hasan, (2016), interviews are used as a data collection technique when researchers want to conduct preliminary studies to identify problems to be studied, as well as when they want to gain deeper insights from respondents. This data collection technique is based on self-reports or, at the very least, on personal knowledge and beliefs. The interviews conducted by the researcher in this study are

understood as a direct question-and-answer method with the sources (Herawati et al., 2025). The researcher used structured interviews, having previously prepared and developed interview guidelines to obtain comprehensive information from teachers, students, and the Deputy of Curriculum at SMP Al-Qur'an Salafiyyah Shafiyyah Banyuwangi, in accordance with the aims of this research.

3.6 Data Analysis

In qualitative research, data collection is carried out continuously until the information obtained is considered sufficient or reaches data saturation. This process involves various sources and techniques, such as in-depth interviews and observations. Through repeated and thorough observations, the validity of the data increases because the information collected becomes richer and more accurate. However, this process also presents challenges, especially during data analysis, due to the large volume of data that must be organized, understood, and interpreted (Mahesti & Jaya, 2024). Therefore, data analysis in qualitative research is conducted systematically through several stages.

The first stage is systematic planning, where researchers design a strategy to organize the collected data. This includes selecting analysis methods, coding data, and determining techniques for presenting the results (Pedroso et al., 2023). Next, data from interviews and observations are compiled into texts, field notes, interview transcripts, or other relevant documents to facilitate analysis. After this, an in-depth understanding of the data is developed, where researchers identify patterns, relationships, and themes that emerge. This step aims to uncover meanings and connections within the data that support the hypothesis or research findings.

The final stage of data analysis involves validating the research findings by comparing information from various sources. Validation can be achieved using triangulation techniques, which compare data from interviews, observations, and documents to ensure the accuracy of the results. With this approach, qualitative research can produce in-depth and valid findings. The greatest challenge in qualitative research is managing large and complex data sets to ensure accurate interpretations that align with the research objectives (Irhamni & Ashari, 2023).

3.7 Data Validity Check

Data collection was carried out through three stages: the preliminary stage, the screening stage, and the stage of completing any data that remained insufficient. The process of checking the validity of data often took place during the data screening stage and when completing data that was still lacking. According to Muhammad Hasan (2016) and Loneli Costaner et al. (2024), determining the validity of data requires examination techniques based on specific criteria. To ensure the credibility of the findings, the researcher applied two techniques: observation persistence and triangulation. Observation persistence involved continuous observation of the research objects to gain a deeper understanding of the symptoms and various activities occurring at the research site. Triangulation, as a technique for verifying data validity, entailed utilizing other sources for checking purposes or comparing data. In this study, the researcher employed triangulation with sources by comparing interview results with field observations and the actual practices of informants.

3.8 Research Stages

There needs to be a systematic stage in compiling the planned steps as follows;

1. Pre-Field Stage
 - a. Develop a research plan
 - b. Choosing a research field
 - c. Exploration study
 - d. Licensing
 - e. Selecting and utilizing informants
2. Research Stage

At this stage, researcher understand background background and objectives of the research. Furthermore, the researcher visit the location study for do observation and interviews.

3. Stage Data analysis

Stage This is the final step in the research process. At this stage, the researcher compiles the report results by analyzing the data that has been obtained, then describing it systematically with text, then drawing conclusions from the data that has been compiled finished.

3.9 Writing Systematics

Chapter One discusses the introduction, including the background, problem formulation, research objectives, and the benefits of the study. The problem addressed is *Using Canva to Increase Teacher and Student Motivation in Developing Innovative Learning Media in English Classes*.

Chapter Two contains the literature review, presenting relevant theoretical studies related to the research. This chapter aims to establish the originality of the research and provide a theoretical foundation for a more in-depth discussion.

Chapter Three covers the research methods, including the research approach, type of research, research location, data sources, data collection methods, and data validity.

Chapter Four presents the results and discussion, including the research subjects, data presentation, and data analysis. This chapter answers the research questions by applying the chosen research approach to produce meaningful findings.

Chapter Five concludes the study with the conclusions and suggestions of the researcher. This chapter clearly states the research results and provides recommendations for future researchers.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 Field Data Overview

This study was conducted at SMP Salafiyyah Safiyyah Sukorejo Qur'an, which operates under the auspices of Pondok Pesantren Salafiyyah Safi'iyah, an Islamic educational institution located in Sukorejo Village, Bangorejo Subdistrict, Banyuwangi Regency, East Java Province. This school is one of the longstanding pesantren-based educational institutions known for its excellent reputation in the region, both in religious education and formal academic learning. With the vision "Creating a Qur'anic Generation Excelling in Knowledge and Morals," SMP Al Qur'an Salafiyyah Safiyyah Sukorejo is committed to producing graduates who are not only intellectually capable but also strong in character and spirituality.

As part of a pesantren institution, this school integrates the national curriculum with strong Islamic values. Students not only receive academic lessons similar to other formal schools but also gain deep religious education through pesantren activities such as reading books, memorizing the Qur'an, and moral guidance and discipline. The religious, calm, and well-organized learning environment creates a conducive atmosphere for students to develop holistically. The quality of education is further supported by professional and experienced educators in their respective fields (Muhammad et al., 2022). Teachers act not only as instructors but also as mentors, providing exemplary guidance in students' daily lives, especially within the pesantren context that emphasizes discipline and politeness. Additionally, adequate learning facilities such as comfortable classrooms, libraries, laboratories, and supporting technological tools contribute to an effective and enjoyable learning process.

Based on an interview with the Vice Principal for Curriculum at SMP Al-Qur'an Salafiyyah Syafi'iyah Sukorejo, it was revealed that the use of digital media such as Canva in English learning is still in the early stages of development. Although Canva is considered a promising medium to support innovative learning, its implementation still faces several obstacles (Anintyawati & Masithoh, 2022). One of the main

challenges is the limited infrastructure available at the school, such as unstable internet access, limited availability of computers or laptops, and the absence of Canva for Education accounts that allow teachers to access premium features for educational purposes free of charge (Arif, 2016).

In the interview, the vice principal stated, "We see the potential of Canva, especially in making learning more interesting for students. However, we are still in the adaptation phase. Not all teachers are familiar with this platform, and some feel less confident due to the lack of training." He also added, "Most teachers and students have to share devices, which slows down the learning process." These technical challenges hinder the optimal implementation of digital media.

Nevertheless, the school has begun planning gradual integration of digital tools into the curriculum. "We are considering registering for Canva for Education and organizing internal training for teachers to prepare them better and boost their confidence in using digital media," he explained. This statement reflects the school's commitment to continuously adapt to technological developments to support a more creative and effective learning process (Fauziyah et al., 2022).

Furthermore, not all teachers have experience and confidence in using digital technology. The lack of technical training and absence of continuous professional development programs are significant obstacles (Tambunsaribu & Galingging, 2021). Additionally, the pesantren environment imposes strict internal regulations regarding the use of electronic devices. This aims to maintain student discipline and focus on religious activities, although it does not explicitly restrict the frequency of digital media use in daily learning (Sinaga & Firmansyah, 2024).

Despite these challenges, the school shows a strong spirit for change. In interviews, it was conveyed that the school has begun developing strategies for integrating digital media into the curriculum and considers the importance of compiling standard operating procedures (SOPs) and monitoring systems within the framework of evaluating the effectiveness of technology-based learning (Shin, 2015). Canva is also planned to be part of future professional teacher

development programs in line with the need to create more contextual and interactive learning today.

1. Teacher Motivation in Developing Innovative Learning Media in English Class

This study involved several key elements in the school's educational ecosystem, namely the vice principal for curriculum, the English teacher, and seventh-grade students (Loneli Costaner et al., 2024). The vice principal for curriculum played an important role in planning, managing, and implementing the learning process at school, making their involvement essential in providing in-depth insights about policies, strategies, and curricular approaches applied. The English teacher served as the main actor in delivering the material that became the focus of this study, namely *Giving and Asking for Directions*.

The teacher explained,

"I have been using Canva in teaching since around 2024 because it looks attractive and is easy to use." She added, *"Canva has many visual templates that help me explain the material more clearly and make students more interested."*

According to the teacher, Canva makes it easier to deliver material because, *"The visuals provided help students understand concepts more quickly, especially when explaining directions or locations."* Materials such as directions, which previously were abstract, became more concrete with the help of maps and illustrations. The teacher shared, *"I teach English, especially Asking and Giving Directions, vocabulary, descriptive text, and interactive dialogues."*

Even so, she acknowledged that student responses were not always the same. She said,

"Students' responses are varied; some are very enthusiastic, but there are also those who are less interested because they simply do not like learning English." Overall, however, Canva has a positive impact on student engagement. *"Yes, Canva increases their motivation. Students become more active in asking questions, more willing to try speaking exercises, and faster in learning new vocabulary,"* she explained.

She also compared teaching with Canva to conventional methods: *"Without Canva, students get bored more quickly and find it harder to*

grasp the material. With Canva, learning is more engaging because of the visual design.” In addition, Canva supports creative learning, “My students have made simple projects such as posters, location maps, and visual dialogues,” she shared.

In its implementation, the teacher faced several challenges, especially regarding facilities. *“The main challenge is the limited number of devices like laptops and the unstable internet connection,”* she said. She also mentioned student attitudes, *“Some students simply don’t enjoy media-based learning like this, so I have to be patient in guiding them.”* To overcome these issues, she explained, *“I usually prepare Canva materials at home and download them beforehand so everything runs smoothly in class. For students who are less enthusiastic, I approach them gradually so they still complete their assignments.”*

Regarding infrastructure, the teacher shared, *“School facilities are still limited, but there is starting to be internet access, although it’s not stable yet.”* She further said, *“I have never received any special training on using Canva,”* adding, *“I feel that training or workshops would be very helpful so I can make the most of all Canva’s features.”* Even so, she appreciated the school’s support, *“The school allows me to use the projector and internet, even though the conditions are still basic.”*

She also shared her experience that most students liked this learning medium: *“The kids say they prefer learning with visual media because it’s easier to understand,”* she said. In the teacher’s view, *“Canva is very suitable to be used more widely by other teachers because it is easy to use and helps create contextual learning.”*

When explaining the material, the teacher used various illustrations. *“I explain directional vocabulary like left, right, next to, and in front using Canva images. The slides show the position of buildings, for example, the library on the left side of the school,”* she explained. Afterwards, students were invited to answer map-based questions and practice dialogues. *“We also do role-play where students pretend to be tourists asking for directions,”* she said. She added, *“I feel more enthusiastic and creative when preparing materials with Canva. The students respond better when the lesson is presented with visual aids, and it also helps me explain directions more clearly and understandably.”*

The learning activities were carried out in three phases: pre-teaching, main teaching, and post-teaching. During the pre-teaching

phase, the teacher began with triggering questions such as, *“What do you say when someone asks how to get to the library?”* The main phase included structured paired dialogues and miniature town simulations, while the final phase was used for reflection and assignments around the school environment.

This situation shows that the success of using digital media such as Canva does not depend only on the availability of facilities but also on how the media are applied to build students' interest and engagement. In the pesantren learning context, which has its own unique characteristics, the use of digital media must be designed adaptively, both technically and pedagogically, to have an optimal impact on motivation and learning outcomes.

2. The using of canva in increasing students' motivation in studying English Language

In today's digital era, education is undergoing significant transformation, with information and communication technology becoming an integral part of the learning process. Innovations in education not only include teaching methods but also the tools and media used to deliver material. For example, using technology such as PowerPoint, animations, and other alternative tools enables students to actively engage in the teaching-learning process, enhancing their motivation and understanding of the material taught. By utilizing digital technology, educators can present information in a more visual and easily comprehensible way, which is very important in today's fast-paced learning context (Sinaga & Firmansyah, 2024).

The subjects of this study are students who also live in a pesantren-based educational environment. Daily learning processes do not only occur conventionally but also use technology as a support. Devices such as laptops, computers, and projectors are essential facilities to enhance the effectiveness and quality of their learning. Using projectors to display images created with Canva makes the learning experience more interactive and visually appealing. Writing difficult words and their meanings on the blackboard provides additional visual support to aid comprehension.

The respondents studied were 32 seventh-grade students of SMP Al Qur'an Salafiyyah Safiyyah Sukorejo, all female. They live in the pesantren environment and follow an integrated education system combining formal and non-formal learning. The selection of this class

was based on the consideration that seventh graders begin intensive English learning, so it is important to instill motivation early through innovative learning media such as Canva.



Picture 4. 1 innovative learning media



Picture 4. 2 innovative learning media

In this case, the results showed that students' enthusiasm for English lessons was still uneven. Some students appeared passive and less actively engaged, even when visual media were used. Based on interviews with several students, it was found that the dislike for English lessons remained quite high, despite the lessons being delivered in an interesting manner. One student admitted, "I like the way the teacher teaches, but it's still difficult because I don't feel confident speaking English; I'm afraid of making mistakes." This statement indicates that a lack of self-confidence remains the main obstacle. Other students also expressed that English structure feels confusing compared to Indonesian, especially regarding grammar and pronunciation. Additionally, some students said they rarely use English outside the classroom, causing them to forget quickly and feel unaccustomed to it. "When I'm at the pesantren, no one encourages me to speak English, so it feels like I'm starting over," said one of the students. Some even felt that the subject was not very important because they had not seen any direct benefits in their daily lives (Ani et al., 2024).

From the interview results, it can be concluded that although the learning methods have been made interesting, psychological factors, the environment, and the lack of direct relevance remain the main reasons for students' low interest in English lessons (Mouwn Erland, 2020).

4.2 Discussion

Based on the research findings, the implementation of Canva in English language learning at SMP Al-Qur'an Salafiyah Syafiyah illustrates a significant shift toward a more interactive, engaging, and student-centered approach to education, especially in the delivery of the "Directions" material. The use of Canva as a digital audio-visual aid—through attractive images, animations, and interactive presentations projected via LCD—proves highly effective in making abstract concepts more concrete, contextual, and easier to understand. These visual elements help students grasp new vocabulary and sentence structures more easily, enhance pronunciation accuracy, and accommodate various learning styles, making the classroom more inclusive and accessible for all learners. In addition, structured lesson planning, which includes pre-activities to activate prior knowledge, core activities centered around Canva-assisted instruction, and reflective closing activities, provides a systematic framework that supports cognitive engagement and sustained focus. Teachers also play a critical role not only as instructors but as facilitators, content creators, and motivators.

By designing visually appealing instructional materials using Canva and fostering an environment that encourages collaboration through group discussions, role-play, and dialogue exercises, teachers help students overcome anxiety and build confidence in using English in real-life contexts. Despite limitations in infrastructure—such as lack of access to stable internet, projectors, or Canva for Education accounts, which are common in Islamic boarding school settings—Canva remains a flexible and innovative solution. Its ability to adapt to limited conditions while still delivering impactful learning experiences is valued by both educators and students. The learning atmosphere becomes more enjoyable, emotionally engaging, and intellectually stimulating, as students express increased enthusiasm, reduced fear of making mistakes, and greater willingness to participate. However, some challenges remain, particularly regarding students' intrinsic motivation. Even with visually appealing media, certain students maintain the perception that English is a difficult and unenjoyable subject, leading to passive engagement. Moreover, the captivating nature of Canva's visuals can sometimes distract students from the core content, shifting their attention to aesthetic aspects rather than linguistic objectives. These concerns highlight the importance of the teacher's role in guiding focus and ensuring that Canva functions as an instructional medium, not just as a form of entertainment. Furthermore, the

lack of technological infrastructure—such as consistent internet access and adequate hardware—poses additional barriers to effective implementation. According to relevant studies, the success of multimedia-assisted learning relies not only on the media itself but also on the readiness of the educational environment, appropriate pedagogical strategies, and sufficient support systems. In conclusion, while Canva holds considerable promise as a modern educational tool that enhances both the quality and appeal of language instruction, its effectiveness depends greatly on a combination of teacher preparedness, infrastructure support, student engagement strategies, and contextual adaptation to ensure that it truly enriches learning rather than serving as a superficial enhancement

CHAPTER V

CLOSING

5.1 Conclusion

Based on the research findings, the implementation of Canva in English language learning at SMP Al-Qur'an Salafiyah Syafiiyah illustrates a significant shift toward a more interactive, engaging, and student-centered approach to education, especially in the delivery of the "Directions" material. The use of Canva as a digital audio-visual aid—through attractive images, animations, and interactive presentations projected via LCD—proves highly effective in making abstract concepts more concrete, contextual, and easier to understand. These visual elements help students grasp new vocabulary and sentence structures more easily, enhance pronunciation accuracy, and accommodate various learning styles, making the classroom more inclusive and accessible for all learners. In addition, structured lesson planning, which includes pre-activities to activate prior knowledge, core activities centered around Canva-assisted instruction, and reflective closing activities, provides a systematic framework that supports cognitive engagement and sustained focus. Teachers also play a critical role not only as instructors but as facilitators, content creators, and motivators.

By designing visually appealing instructional materials using Canva and fostering an environment that encourages collaboration through group discussions, role-play, and dialogue exercises, teachers help students overcome anxiety and build confidence in using English in real-life contexts. Despite limitations in infrastructure—such as lack of access to stable internet, projectors, or Canva for Education accounts, which are common in Islamic boarding school settings—Canva remains a flexible and innovative solution. Its ability to adapt to limited conditions while still delivering impactful learning experiences is valued by both educators and students. The learning atmosphere becomes more enjoyable, emotionally engaging, and intellectually stimulating, as students express increased enthusiasm, reduced fear of making mistakes, and greater willingness to participate. However, some challenges remain, particularly regarding students' intrinsic motivation. Even with visually appealing media, certain students maintain the perception that English is a difficult and unenjoyable subject, leading to passive engagement. Moreover, the captivating nature of Canva's visuals can sometimes distract students from the core content, shifting their attention to aesthetic aspects rather than linguistic objectives. These concerns highlight

the importance of the teacher's role in guiding focus and ensuring that Canva functions as an instructional medium, not just as a form of entertainment. Furthermore, the lack of technological infrastructure—such as consistent internet access and adequate hardware—poses additional barriers to effective implementation. According to relevant studies, the success of multimedia-assisted learning relies not only on the media itself but also on the readiness of the educational environment, appropriate pedagogical strategies, and sufficient support systems. In conclusion, while Canva holds considerable promise as a modern educational tool that enhances both the quality and appeal of language instruction, its effectiveness depends greatly on a combination of teacher preparedness, infrastructure support, student engagement strategies, and contextual adaptation to ensure that it truly enriches learning rather than serving as a superficial enhancement.

5.2 Research Implications

5.2.1 Theoretical Implications

This study contributes to the enhancement of digital learning theories by demonstrating how tools like Canva can be effectively integrated into pedagogical practices. It emphasizes the role of technology in fostering collaborative and interactive learning environments, showing how digital platforms can reshape traditional instructional methods. Additionally, the findings support visual and interactive learning models by illustrating how tools like Canva enable students to construct knowledge through meaningful engagement with multimedia content, making abstract concepts more concrete and accessible. The research also presents a valuable perspective on motivation in digital learning contexts. It reveals that relying solely on extrinsic motivators, such as visually attractive designs, is insufficient when students lack genuine interest in the subject. This highlights the need for deeper instructional strategies that promote intrinsic motivation to achieve lasting learning outcomes. Furthermore, the study underscores the critical importance of contextual adaptation in the implementation of digital tools. It points out that infrastructure availability, access to technology, and teacher readiness are key factors influencing the success of educational technology integration, particularly in resource-limited settings such as Islamic boarding schools. By addressing these factors, the study offers a comprehensive

understanding of the practical challenges and pedagogical considerations necessary for effective technology adoption in diverse educational environments.

5.2.2 Practical Implications

Schools should invest in structured training programs to help teachers master Canva and other digital tools. Workshops can be designed to focus on creating pedagogically effective materials beyond aesthetics, aligning visual media with specific learning objectives, and addressing technical challenges such as offline use. Alongside teacher training, infrastructure improvements are also essential. Schools must ensure reliable internet access, projectors, and shared devices to enable equitable access to Canva. Additionally, advocating for Canva for Education accounts can provide free access to premium features, thereby enhancing the availability of learning resources.

To maximize the impact on students, Canva should be integrated with student-centered strategies. This includes combining it with active learning techniques like role-playing and peer feedback to boost engagement. Teachers can also enhance students' intrinsic motivation by connecting English lessons to real-world applications, such as creating posters for school events.

From a policy standpoint, curriculum integration is recommended, where Canva-based projects become part of formal assessments to normalize digital tool usage in education. Schools should also implement systems to monitor and evaluate the long-term impact of these tools on learning outcomes, ensuring continuous improvement. Finally, it is important to maintain a balance between technology and pedagogy. Teachers should use Canva to supplement—not replace—core instructional methods. For instance, visually rich lessons should be followed by writing or speaking drills to reinforce comprehension and solidify learning.

5.3 Research Limitations

This study has several limitations that should be considered when interpreting the results. First, the research was conducted only at SMP Al-Qur'an Salafiyah Safiyah Sukorejo, so the findings may not be generalizable to other schools with different characteristics. Second, the sample size was relatively small, consisting of only 32 seventh-grade students, which may not fully represent the diversity of students' attitudes and abilities. Third, the limited availability of digital devices such as laptops affected the implementation of technology-based learning and potentially influenced students' motivation and participation. Additionally, the data collected through interviews and observations are subjective and may contain biases. Finally, this study focused solely on the use of Canva as a digital learning media without comparing it to other media or methods, which limits the scope of conclusions regarding the effectiveness of digital learning tools.

5.4 Sugestions

Based on the findings of this study, several recommendations can be proposed to enhance future learning practices. Firstly, educators are encouraged to consistently utilize digital learning platforms like Canva while also gradually exploring other educational tools that align with students' interests and learning styles. Incorporating a variety of media can contribute significantly to increasing student engagement, enhancing their motivation, and creating a more dynamic, enjoyable, and easily comprehensible learning environment.

Secondly, it is important for teachers to continually develop their digital literacy and pedagogical skills through ongoing professional development. This will ensure they can make the most of the available technology and adapt to the evolving needs of students in a digital age.

Thirdly, educational institutions are advised to invest in or optimize the use of existing technological infrastructure—such as computers, projectors, and stable internet access—to support more interactive and effective teaching and learning processes. Strong collaboration among teachers, students, and school administrators is crucial in maximizing the potential of available resources and fostering a supportive, tech-integrated educational environmen.

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HISTORY LIST LIFE



Hanin adalah penulis skripsi ini, Penulis yang lahir di Banyuwangi 01 Agustus 2002. Penulis hidup disebuah desa yang begitu damai diujung paling utara pulau Banyuwangi, tepatnya desa Bimorejo. Penulis adalah anak pertama dari seorang ibu hebat yang telah melahirkannya dengan penuh cinta dan kasih sayang. Sejak kecil, ia dibesarkan dengan nilai-nilai kehidupan yang kuat dari ayahnya, yang dengan penuh ketegasan dan kelembutan memberikan didikan serta teladan dalam menjalani kehidupan. Kedua orang tua penulis menjadi fondasi utama dalam hidupnya, memberikan semangat dan dorongan yang tak pernah padam dalam setiap langkah yang ia ambil, termasuk dalam menempuh pendidikan. Pada tahun 2015 penulis melanjutkan mimpinya untuk meneruskan hidupnya dipesantren. Belajar dipesantren mengajarkan betapa hidup di pesantren tidak hanya tentang belajar agama, tapi juga belajar hidup, belajar sabar, disiplin, dan menghargai sesama. Di balik dinding pesantren, aku menemukan persaudaraan yang tulus, doa-doa yang menggema dari hati, dan semangat mencari ridha Ilahi. Penulis menjalani kehidupan kuliah sambil mondok dan juga ngabdi di pesantren. Banyak orang bilang, menjalani satu peran saja sudah cukup melelahkan. Tapi bagiku, tiga peran ini justru membentuk siapa diriku hari ini dan bekal kehidupan dimasa nanti.

Penulis percaya bahwa hidup ini adalah perjalanan tanpa akhir menuju pencapaian yang lebih tinggi. Baik dalam dunia akademik maupun agama, penulis berusaha untuk menjadi pribadi yang bermanfaat bagi orang lain. Mengabdikan kepada kyai dan bu nyai, mengajar, berbagi ilmu semuanya adalah bagian dari perjalanan panjang yang membentukku. Setiap langkahku diwarnai dengan doa dan harapan agar apa yang penulis lakukan membawa berkah.

Dalam proses ini, penulis telah memperoleh banyak hal bukan hanya diukur dengan prestasi, tetapi juga dalam pembentukan karakter. Menghadapi tantangan di dunia akademik, berinteraksi dengan orang-orang berbeda di kampus, dan bersinergi dengan teman-teman sepesantren, semua itu adalah pelajaran hidup yang berharga. Namun, yang paling berharga adalah rasa syukur yang tumbuh setiap harinya. Aku percaya bahwa pencapaian terbesar bukanlah gelar yang ada di depan nama, tetapi perubahan yang terjadi dalam diri dari

seorang yang semula hanya tahu sedikit, menjadi seseorang yang ingin terus mencari makna dalam setiap langkah hidupnya.

Terima kasih yang tulus kuuntai kepada semua yang telah menjadi bagian dalam setiap lembar perjalanan ini. Untuk ilmu, bimbingan, doa, dan kasih sayang yang tak terlihat namun sangat terasa. Penulis tahu, tidak akan pernah cukup waktu, kata, atau perbuatan untuk membalas budi baik yang telah saya terima. Namun, izinkan saya menjadikannya sebagai bekal, agar suatu hari, saya bisa menebar kebaikan yang sama untuk orang lain.

Blokagung, 21 June 2025

penulis

APPENDIX

1. Guidance Card

6/17/25, 10:14 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSIA BLOKAGUNG ::

NIM	2111221001	
NAMA	HANIN FAROH HAYATI	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	CANVA AS A CATALYST FOR LEARNING INNOVATION : USER PERCEPTIONS	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20241	15 Juni 2025	15 Juni 2025	Acc keseluruhan	Acc keseluruhan
2	20242	04 Maret 2025	05 Maret 2025	revisi proposal	revisi proposal
3	20241	01 Maret 2025	08 Maret 2025	Penulisan bab 4	Penulisan bab 4
4	20241	15 Februari 2025	22 Maret 2025	Acc bab 1-3	Bab 1-3
5	20242	03 Februari 2025	03 Februari 2025	submit literature review	submit literature review
6	20242	01 Februari 2025	08 Februari 2025	Revisi proposal	Revisi proposal
7	20242	11 Januari 2025	11 Januari 2025	submit introduction	submit introduction
8	20242	07 Desember 2024	07 Desember 2024	pengajuan judul	pengajuan judul

2. Certificate of Conducting Research



**YAYASAN PONDOK PESANTREN SALAFIYAH
SMP AL-QUR'AN SALAFIYAH SYAFI'IYAH
SUKOREJO BANGOREJO BANYUWANGI**

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Surat Keterangan
013/SKT/SMPA/V/2025

Yang bertanda tangan dibawah ini:

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NIP : -
Pangkat Gol Ruang : -
Jabatan : Kepala SMP Al-Qur'an Salafiyah Syafi'iyah

Menerangkan nama tersebut dibawah ini:

Nama : Hanin Faroh Hayati
TTL : Banyuwangi, 01 Agustus 2002
Nim : 2111221001
Fakultas : Tarbiyyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Wongsorejo Banyuwangi

Merupakan Mahasiswa yang telah melakukan penelitian di SMP AL-QUR'AN SALAFIYAH SYAFI'IYAH Sukorejo dengan judul "The Perceptions Canva User as a Catalyst for Learning Innovation in English in English Classroom" dengan sangat baik.

Dengan surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Bangorejo, 14 mei 2025
Kepala SMP Al-Qur'an Salafiyah Syafi'iyah


RENI YULIA RAHMAWATI, S. Pd, Gr

3. Certificate of Plagiarism Free of Maximum 25% from the Faculty

**UNIVERSITAS KH. MUKHTAR SYAFAAT**
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi
Alamat: PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

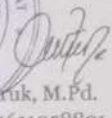
SURAT KETERANGAN BEBAS PLAGIASI
Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

Nama : Hanin Faroh Hayati
NIM : 2111221001
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 17%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Seminar Skripsi.

Banyuwangi, 12 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY. 3151611058801



Keterangan:
*menggunakan aplikasi Turnitin.

4. Interview Guidelines

WAWANCARA

The Perceptions Canva User as a Catalyst for learning Innovation in English Classroom

I. Jadwal Wawancara

1. Tanggal, hari:
2. Waktu mulai dan selesai:

II. Identitas Informan

- Jenis kelamin :
 - Usia :
 - Jabatan : Guru Mata Pelajaran
 - Pendidikan terakhir :
-

III. Pertanyaan Penelitian

A. Pemahaman dan Penggunaan Canva

1. Apakah Bapak/Ibu pernah menggunakan Canva dalam pembelajaran? Jika ya, sejak kapan?
2. Apa alasan Bapak/Ibu memilih menggunakan Canva sebagai media pembelajaran?
3. Mata pelajaran dan materi apa saja yang pernah Bapak/Ibu ajarkan menggunakan Canva?
4. Apakah menurut Bapak/Ibu Canva memudahkan penyampaian materi? Jelaskan.
5. Bagaimana respons siswa terhadap materi yang disajikan melalui Canva?

B. Dampak Terhadap Pembelajaran

6. Apakah penggunaan Canva berdampak terhadap hasil belajar atau motivasi siswa? Jika ya, dalam aspek apa saja?
7. Bagaimana perbandingan antara pembelajaran yang menggunakan Canva dan yang tidak (dalam hal keterlibatan siswa, efektivitas, dll)?
8. Apakah Canva mendukung pembelajaran berbasis proyek (project-based learning) atau pembelajaran kreatif lainnya?

C. Kendala dan Tantangan

9. Apa saja kendala yang pernah Bapak/Ibu alami dalam menggunakan Canva?
10. Bagaimana cara Bapak/Ibu mengatasi kendala tersebut?
11. Apakah infrastruktur seperti akses internet dan perangkat di sekolah mendukung penggunaan Canva?

D. Pelatihan dan Dukungan

12. Apakah Bapak/Ibu pernah mendapatkan pelatihan tentang penggunaan Canva dari sekolah atau pihak lain?
13. Jika belum, apakah Bapak/Ibu merasa perlu adanya pelatihan atau workshop khusus?
14. Apakah ada dukungan dari pihak sekolah dalam penggunaan media digital seperti Canva?

E. Evaluasi dan Harapan

15. Apakah ada evaluasi atau umpan balik dari siswa tentang media pembelajaran yang Bapak/Ibu gunakan?
16. Apa harapan Bapak/Ibu terhadap penggunaan media seperti Canva di masa depan?
17. Menurut Bapak/Ibu, apakah Canva layak untuk digunakan secara lebih luas oleh guru-guru lain di sekolah?

WAWANCARA

The Perceptions Canva User as a Catalyst for learning Innovation in English Classroom

I. Jadwal Wawancara

1. Tanggal, hari:
2. Waktu mulai dan selesai:

II. Identitas Informan

- Jenis kelamin :
- Usia :
- Jabatan : Wakil Kepala Sekolah Bidang Kurikulum
- Pendidikan terakhir :

III. Pertanyaan Penelitian

A. Kebijakan Kurikulum dan Media Digital

1. Apa kebijakan sekolah dalam mendukung penggunaan media pembelajaran digital seperti Canva?
2. Apakah penggunaan Canva telah menjadi bagian dari strategi pengembangan kurikulum?
3. Bagaimana sekolah mengintegrasikan inovasi digital dalam kurikulum pembelajaran Bahasa Inggris?

B. Pelatihan dan Pengembangan Guru

4. Apakah sekolah pernah menyelenggarakan pelatihan untuk guru terkait penggunaan Canva atau media digital lainnya?
5. Apa tantangan yang dihadapi guru dalam mengadopsi media digital seperti Canva dalam kegiatan pembelajaran?
6. Bagaimana sekolah memfasilitasi guru yang kesulitan menggunakan teknologi pembelajaran?

C. Implementasi dan Dampak di Lapangan

7. Apakah penggunaan Canva sudah diterapkan secara aktif oleh para guru? Jika ya, pada jenjang dan mata pelajaran apa saja?
8. Apakah terdapat evaluasi rutin terkait efektivitas penggunaan media pembelajaran digital seperti Canva?
9. Bagaimana persepsi sekolah terhadap dampak penggunaan Canva terhadap hasil belajar dan motivasi siswa?
10. Adakah perbedaan pendekatan antara guru yang menggunakan Canva dan yang belum dalam hal penyampaian materi?

D. Sarana dan Prasarana

11. Apakah infrastruktur teknologi di sekolah, seperti jaringan internet dan perangkat komputer, sudah memadai untuk mendukung penggunaan media digital?
12. Bagaimana ketersediaan akun Canva for Education atau dukungan lisensi bagi guru di sekolah?

E. SOP dan Monitoring

13. Apakah ada standar operasional (SOP) atau pedoman penggunaan media pembelajaran digital yang diterapkan sekolah?
14. Bagaimana sistem monitoring terhadap penggunaan media digital oleh guru dan dampaknya terhadap kualitas pembelajaran?

F. Strategi Pengembangan

15. Apa langkah-langkah strategis yang sedang atau akan dilakukan sekolah dalam mendukung pemanfaatan Canva secara lebih luas?
16. Apakah ada rencana untuk menjadikan penggunaan Canva sebagai bagian dari penilaian kinerja guru atau evaluasi program pembelajaran?

Untuk murid :

1. Bagaimana Canva memengaruhi cara kamu memahami materi bahasa Inggris, terutama dalam aspek membaca, menulis, berbicara, atau mendengarkan?
2. Bisa beri contoh tugas atau proyek yang pernah kamu buat menggunakan Canva?
3. Apakah kamu merasa lebih termotivasi saat belajar dengan Canva dibanding metode konvensional?
4. Setelah menggunakan Canva, apakah kamu jadi lebih percaya diri dalam menyampaikan ide atau berbicara dalam bahasa Inggris?
5. Kalau Canva tidak digunakan lagi, apakah menurutmu ada dampak negatif terhadap cara kamu belajar?

5. Interview Transcript

Pewawancara: Bagaimana Canva memengaruhi cara kamu memahami materi bahasa Inggris, terutama dalam aspek membaca, menulis, berbicara, atau mendengarkan?

Murid: Menurut saya Canva sangat membantu, terutama dalam menulis dan berbicara. Karena dengan visual yang menarik, saya jadi lebih mudah menyusun kalimat dan mengekspresikan ide saya.

Pewawancara: Bisa beri contoh tugas atau proyek yang pernah kamu buat menggunakan Canva?

Murid: Pernah waktu itu saya membuat poster tentang "Daily Routines" dalam bahasa Inggris. Saya pakai ikon dan gambar yang sesuai, lalu menambahkan kalimat-kalimat singkat. Hasilnya jadi lebih menarik dibanding kalau cuma ditulis di buku.

Pewawancara: Apakah kamu merasa lebih termotivasi saat belajar dengan Canva dibanding metode konvensional?

Murid: Iya, saya lebih semangat. Soalnya tampilannya menarik dan terasa seperti kita sedang bikin karya, bukan hanya ngerjain tugas biasa.

Pewawancara: Setelah menggunakan Canva, apakah kamu jadi lebih percaya diri dalam menyampaikan ide atau berbicara dalam bahasa Inggris?

Murid: Iya, karena dengan bantuan visual dari Canva, saya jadi punya gambaran dan kata-kata yang bisa saya pakai untuk menjelaskan.

Pewawancara: Kalau Canva tidak digunakan lagi, apakah menurutmu ada dampak negatif terhadap cara kamu belajar?

Murid: Iya sih, mungkin jadi lebih membosankan. Saya merasa belajar jadi lebih hidup saat pakai Canva.

6. Research Documentation



Condition of class



Condition of class



School condition



interview with 6 7th grade students



interview with miss aula as english teacher



interview with mrs. ida as the vice principal of curriculum

7. Other attachments supporting the research

Looking for the Library

Characters:

- **Rani:** A student visiting another school
- **Dina:** A student at that school
- **Security Guard**



Rani: Excuse me, miss.

Dina: Yes? Can I help you?

Rani: I'm looking for the school library. I'm new here and I don't know the way.

Dina: Oh, no problem. I can help. First, ... along this path.

Rani: Okay, Then?

Dina: Then after you pass the canteen.

Rani: The canteen? Is it far from here?

Dina: Not really. It's about 50 meters from here.

Rani: Alright. And after I turn right?

Dina: You'll see a small garden. The library is that garden, ... the teacher's office.

Rani: Oke sure, Got it.

Dina: If you're still not sure, you can also ask the security guard near the garden.

Rani: That's very helpful. Thank you so much!

Dina: You're welcome. Enjoy your visit!

(Rani walks to the canteen and sees the security guard)

Rani: Excuse me, sir. Is the library this way?

Security Guard: Yes, just go around the garden and it's the second building on the left.

Rani: Thank you, sir!

Security Guard: You're welcome. Good luck!

(This is an example of a transcript for students practicing reading with direction)