

Optimizing Canva Utilization to Enhance Students' Visual Creativity at Tuah Negeri Islamic Institute

Rahma Darini¹, Yera Putri Rahayu², Putri Diah Makarti Desi³, Habib Ullah⁴

^{1,2,3} Institut Keislaman Tuah Negeri, Indonesia

⁴ International Islamic University, Islamabad, Pakistan

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ABSTRAK

Abstrak: This study analyzes the effect of using the graphic design application Canva on the visual creativity of students at the Institut Keislaman Tuah Negeri. Employing a quantitative approach with a descriptive correlational design, a total of 73 students participated through an online questionnaire. Reliability testing indicated that the visual creativity scale achieved a Cronbach's alpha of 0.81, while the Canva usage scale obtained a value of 0.48. Pearson correlation analysis revealed a positive and significant relationship between Canva usage and visual creativity ($r = 0.50$; $p < 0.001$). Simple linear regression produced the equation $Y = 2.58 + 0.43X$ with an R^2 value of 0.25, indicating that 24.8% of the variance in visual creativity was explained by the use of Canva. These findings confirm that Canva can serve as an effective visual learning medium for enhancing students' creativity. This study recommends increased institutional support and technology training to optimize the use of Canva in educational settings.

Abstrak: Penelitian ini menganalisis pengaruh penggunaan aplikasi desain grafis Canva terhadap kreativitas visual mahasiswa Institut Agama Islam Tuah Negeri. Menggunakan pendekatan kuantitatif dengan desain deskriptif korelasional, sebanyak 73 siswa berpartisipasi melalui kuesioner online. Uji reliabilitas menunjukkan bahwa skala kreativitas visual memperoleh nilai Cronbach's alpha sebesar 0,81, sedangkan skala penggunaan Canva memperoleh nilai sebesar 0,48. Analisis korelasi Pearson menunjukkan adanya hubungan positif dan signifikan antara penggunaan Canva dengan kreativitas visual ($r = 0.50$; $p < 0.001$). Regresi linier sederhana menghasilkan persamaan $Y = 2,58 + 0,43X$ dengan nilai R^2 sebesar 0,25 yang menunjukkan bahwa 24,8% varian kreativitas visual dijelaskan oleh penggunaan Canva. Temuan ini menegaskan bahwa Canva dapat menjadi media pembelajaran visual yang efektif untuk meningkatkan kreativitas siswa. Studi ini merekomendasikan peningkatan dukungan kelembagaan dan pelatihan teknologi mengoptimalkan penggunaan Canva di lingkungan pendidikan.

Alamat Korespondensi:

Rahma Darini

Institut Keislaman Tuah Negeri, Indonesia

E-mail: rahma.darini@gmail.com

INTRODUCTION

According to (Prensky, 2001) , students in the digital era are considered “digital natives” who grow up alongside technology and therefore tend to learn through interactive and visual-based media. This indicates that the integration of digital technology into learning has become an essential requirement in modern higher education. In addition, (Gilster, 1997) emphasizes that digital literacy is the ability to understand and effectively use information from various digital sources. Therefore, the use of digital design applications such as Canva can support creativity development while simultaneously enhancing students' digital literacy. Furthermore, (Prensky, 2001) argues that educational institutions need to adapt their instructional approaches to align with the characteristics of technologically oriented learners. This perspective highlights the importance of integrating innovative digital tools into teaching and learning processes to create more engaging and meaningful educational experiences (Gilster, 1997; Prensky, 2001).

The development of information and communication technology in the digital era has brought fundamental changes to various aspects of life, including higher education. University students are no longer required merely to master theoretical knowledge but are also expected to develop creative, critical,

and adaptive thinking skills in response to rapid technological advancements. Howard (Bornstein & Gardner, 1986) explains that modern education should facilitate the development of multiple intelligences, including visual-spatial intelligence and creative thinking abilities. Similarly, (Robinson, 2015) emphasizes that creativity is as important as literacy in education and should be treated with equal significance. Creativity has therefore become a key competency that students must possess in order to compete in the labor market and participate actively in global society. In the context of Islamic higher education, the development of creativity is not limited to aesthetic or artistic aspects, but also relates to the ability to present educational and religious messages in engaging, communicative, and contextually relevant ways (Bornstein & Gardner, 1986; Robinson, 2015).

In line with this development, the use of digital technology-based learning media has become increasingly important in supporting interactive and meaningful learning processes. Numerous studies indicate that visual and multimedia learning media can enhance conceptual understanding, facilitate active student engagement, and stimulate imagination and creativity. (Mayer, 2001) explains that learning becomes more effective when information is presented through a combination of text and visuals rather than text alone. Similarly, (Clark & Mayer, 2012) argue that well-designed multimedia learning media can improve students' comprehension, attention, and retention. In addition, Jonassen (2000) states that technology can function as a "mindtool" that supports learners in constructing knowledge and developing higher-order thinking skills. One widely used web-based graphic design platform in educational settings is Canva. Canva offers a variety of templates, graphic elements, and user-friendly design features that enable students to produce visual works—such as posters, infographics, presentations, and learning materials—efficiently and attractively (Clark & Mayer, 2012; Jonassen, 2000; Mayer, 2006).

At the Institut Keislaman Tuah Negeri (IKTN), Canva has begun to be utilized by students across various study programs to support coursework, the development of learning media, and the design of materials for student organizational activities. Nevertheless, the use of Canva in the context of Islamic higher education requires further investigation, particularly regarding the extent to which this application contributes to enhancing students' visual creativity. Amabile (1996) states that creativity can flourish when individuals are provided with supportive environments that encourage experimentation and self-expression. Likewise, Csikszentmihalyi (1998) argues that creativity emerges through interactions between individuals, domains of knowledge, and social environments. Previous studies have largely focused on the general use of digital media and have rarely examined, in a systematic quantitative manner, the relationship and effect of Canva usage on students' creativity (Amabile, 1996; Csikszentmihalyi, 1998).

Based on this background, this study seeks to empirically examine how Canva usage can be optimized to enhance the visual creativity of students at the Institut Keislaman Tuah Negeri. The main issues addressed include the level of Canva usage among students, the level of students' visual creativity in relation to Canva utilization, and the extent to which Canva usage is significantly related to and influences visual creativity. Specifically, this study aims to describe the level of Canva usage and students' visual creativity and to analyze the effect of Canva usage on visual creativity through correlation and simple linear regression analysis. The findings are expected to contribute to the development of technology-based learning practices in Islamic higher education and to serve as a reference for policy formulation and training programs aimed at strengthening student creativity.

Although research on the use of Canva as a learning medium has been conducted in various educational contexts, most previous studies have emphasized user perceptions, application effectiveness, or the development of Canva-based instructional media, without conducting in-depth statistical measurements of Canva's contribution to student creativity. The novelty of this study lies in its use of a quantitative correlational approach and linear regression analysis to empirically examine the relationship and influence of Canva usage on students' visual creativity within the context of Islamic higher education. This study not only describes how Canva is used but also quantitatively measures

how factors such as frequency of use, ease of use, and the application's ability to stimulate inspiration contribute to students' creativity.

Furthermore, this research contributes to the body of knowledge in Islamic education by examining the use of modern design technology within an educational environment characterized by the integration of Islamic values and the demands of twenty-first-century competencies. (VYGOTSKY, 2019) emphasizes that learning is strongly influenced by social interaction and collaborative activities, while (Piaget, 1971) argues that learners actively construct knowledge through direct experiences. The research context at the Institut Keislaman Tuah Negeri (IKTN) distinguishes this study from previous research predominantly conducted in general higher education institutions. This study demonstrates how digital platforms such as Canva can be optimized to support students' visual creativity in the preparation of religious learning materials, the presentation of academic information, and the production of more engaging and communicative educational content (Piaget, 1971; VYGOTSKY, 2019).

Another aspect of novelty lies in the integration of instrument reliability analysis, correlation analysis, and simple linear regression, which together provide a comprehensive picture of the strength of Canva's influence on student creativity. While previous studies have largely employed descriptive or qualitative approaches, this study fills a research gap by offering empirical evidence of Canva's contribution to student creativity, as reflected in an R^2 value of 0.25. This figure provides scientific justification that Canva usage is not merely an aesthetic activity but a significant pedagogical factor in supporting creative learning outcomes. Sternberg & Lubart (1999) explain that creativity involves the ability to produce work that is both novel and appropriate within a specific context. Thus, the integration of Canva into learning activities may encourage students to generate innovative and meaningful visual products (Sternberg & Lubart, 1999).

Thus, this study contributes to the development of educational theory and practice, particularly in the field of learning technology, by demonstrating that web-based design applications such as Canva have the potential to serve as strategic media for enhancing students' creativity in a measurable way. The findings affirm that the integration of Canva into learning is not only practically relevant but also theoretically supports constructivist learning models, multimedia learning theory, and the development of student creativity in the digital era. Moreover, Bandura, (1977) explains that learning occurs through observation, imitation, and interaction with others. Therefore, the collaborative and interactive features available in Canva may facilitate students' creative learning experiences through peer interaction and feedback processes (Bandura, 1977).

This study is grounded in several relevant theoretical frameworks that explain the role of Canva as a learning medium in enhancing students' visual creativity. First, constructivist theory, as proposed by Piaget and Vygotsky, emphasizes that learning is an active process in which learners construct knowledge through interaction with their environment and learning experiences. From a constructivist perspective, students are not viewed as passive recipients of information but as active agents who process, interpret, and construct meaning from their learning experiences. The use of Canva in learning aligns with this view, as the application allows students to engage directly in the process of creating visual designs, selecting graphic elements, combining text and images, and modifying templates according to the requirements of learning tasks or projects. Jean Piaget (1970) states that learning occurs when individuals actively construct knowledge through experiences and interactions with their environment. Meanwhile, Lev Vygotsky (1978) emphasizes the importance of social interaction in students' cognitive development processes. Thus, the use of Canva can serve as a medium that enables students to learn actively, collaboratively, and creatively through visual design exploration.

Second, multimedia learning theory developed by Mayer explains that learning becomes more effective when information is presented through a combination of text and visuals. According to this theory, instructional media that simultaneously engage verbal and visual channels can enhance comprehension and information retention, provided that the design is well structured. Canva, as a graphic design platform, offers an environment that enables the integration of text, color, icons,

illustrations, and other visual elements within a single layout. This allows students to develop materials that are not only informative but also aesthetic and communicative, thereby potentially enhancing visual creativity and the quality of their presentations. Richard E. Mayer (2005) explains that learning becomes more effective when information is presented through a combination of text and visuals rather than text alone. Ruth Colvin Clark and Mayer (2016) also argue that well-designed multimedia learning media can improve students' comprehension, attention, and retention. Therefore, Canva can function as an effective learning medium because it integrates various visual and textual elements within one platform.

Third, creativity theory as proposed by Guilford and further developed by scholars such as Csikszentmihalyi and Sternberg highlights that creativity involves both divergent and convergent thinking. Divergent thinking refers to the ability to generate multiple alternative ideas or solutions, whereas convergent thinking involves selecting the most appropriate idea to achieve a specific goal. Canva provides a wide range of templates and design elements that students can freely explore, facilitating the emergence of new ideas (divergent thinking). At the same time, students must select the most suitable design elements to communicate specific messages, reflecting convergent thinking processes. Thus, the use of Canva can be viewed as a comprehensive medium for practicing creative thinking. (Gee, 2003) explains that creativity is associated with divergent thinking, namely the ability to generate multiple new ideas and alternative problem-solving approaches. Furthermore, Mihaly Csikszentmihalyi (1996) states that creativity emerges through the interaction between individuals, environments, and cultures that support innovation processes. Robert J. Sternberg and Lubart (1999) also emphasize that creativity is the ability to produce something novel and valuable within a particular context.

Fourth, social learning theory proposed by Bandura asserts that learning occurs not only through direct experience but also through observation of others' behaviors and the consequences of those behaviors. In the context of Canva usage, students can learn from one another by observing their peers' designs, discussing design choices, giving and receiving feedback, and collaborating on visual projects. This process enriches learning experiences and stimulates creativity through social interaction. Albert Bandura (1977) states that individuals learn through observation, imitation, and social interaction with their surrounding environment. In the context of Canva usage, students can develop creativity by observing peers' designs, engaging in discussions, and receiving feedback from lecturers and classmates.

Fifth, the concept of digital literacy introduced by Gilster emphasizes the importance of individuals' ability to understand and effectively use information in digital formats. As a web-based platform, Canva requires students to operate digital tools, navigate application interfaces, select appropriate visual elements, and construct visual messages relevant to specific contexts. Therefore, the use of Canva not only develops students' visual creativity but also enhances their digital literacy, which is a crucial competency in technology-based learning environments. Heinich et al., (2002) explain that effective instructional media should increase learning motivation, facilitate information delivery, and support the achievement of learning objectives. In addition, Jonassen (2000) argues that technology can function as "mindtools" that help students develop critical and creative thinking skills.

The final theoretical foundation is learning media theory, which emphasizes that effective learning media should facilitate content delivery, motivate learners, and support the achievement of learning objectives. Canva fulfills these criteria by providing tools for lecturers and students to design engaging, interactive, and adaptable visual materials. Thus, from a theoretical perspective, the use of Canva has the potential to contribute significantly to the enhancement of students' visual creativity in the context of Islamic higher education.

METHOD

This study employed a quantitative approach with a descriptive correlational design aimed at describing the phenomenon of Canva usage and students' visual creativity, as well as analyzing the relationship and effect between the two variables. The research was conducted at the Institut Keislaman Tuah Negeri (IKTN), involving students from various study programs who had used Canva in both academic and non-academic activities, such as completing coursework, preparing presentations, and developing learning materials.

The sampling technique used in this study was total sampling, whereby all students who completed the questionnaire in full were included as research respondents. A total of 73 respondents met the data completeness criteria. Data were collected using an online questionnaire designed in the form of a five-point Likert scale, ranging from very low to very high or from strongly disagree to strongly agree, depending on the indicators measured.

The independent variable in this study was Canva usage, operationalized through three main indicators: frequency of Canva use in learning activities, students' perceived ease of using Canva, and the frequency with which new design ideas or inspiration emerged while using the application. The dependent variable was students' visual creativity, measured through seven indicators, including students' perceptions of Canva's influence on their creativity in completing design tasks, their ability to produce more innovative designs compared to other tools, changes in creative thinking during the design process, increased confidence in creating designs, perceived improvement in visual creativity, enhanced quality of design outputs, and Canva's contribution to accelerating the learning process and the completion of graphic-related tasks.

Prior to further analysis, the questionnaire instrument was tested for reliability using Cronbach's alpha coefficient. The Canva usage scale and the visual creativity scale were tested separately to ensure the internal consistency of the items comprising each scale. The collected data were then analysed using descriptive statistics to describe respondent characteristics and score distributions for Canva usage and visual creativity. Subsequently, the relationship between Canva usage and visual creativity was examined using Pearson correlation analysis, while the effect of Canva usage on visual creativity was tested through simple linear regression analysis using the model $Y = a + bX$, where Y represents students' visual creativity and X represents Canva usage.

RESULTS AND DISCUSSION

The results of the descriptive analysis indicate that, overall, students at the Institut Keislaman Tuah Negeri have utilized Canva in their learning activities at a moderate to high level. The mean score for the frequency of Canva usage was approximately 3.21 on a 1–5 scale, reflecting that students used Canva between once and several times per week. Students perceived ease of use of Canva yielded a mean score of approximately 3.74, indicating that Canva was generally regarded as an easy-to-use application. Similarly, the frequency with which design inspiration emerged while using Canva had a mean score of around 3.74, suggesting that Canva frequently stimulated new design ideas among students.

Regarding the creativity variable, the analysis showed that all indicators of visual creativity were in the high category. The mean score for students' perceptions that Canva influenced their creativity in completing design tasks was approximately 3.96. The perception that Canva helped produce more innovative designs compared to other tools yielded a mean score of approximately 4.12. The impact of Canva usage on students' creative thinking processes had a mean score of around 4.15. Students' confidence in creating designs after using Canva averaged 3.99, while perceptions of improvements in visual creativity, the quality of design outputs, and the acceleration of the learning process averaged approximately 4.25, 4.14, and 4.32, respectively. These values indicate that students perceived Canva usage as making a strong contribution to enhancing creativity and learning effectiveness.

Reliability testing showed that the Canva usage scale, consisting of three items, obtained a Cronbach's alpha value of 0.48, which can be categorized as acceptable but indicating room for further

improvement, such as through the inclusion of more varied and specific items. In contrast, the creativity scale, consisting of seven items, achieved a Cronbach's alpha value of 0.81, indicating good internal consistency and suitability as a measure of students' visual creativity.

Pearson correlation analysis between Canva usage and students' visual creativity revealed a positive and significant relationship, with a correlation coefficient of $r = 0.50$ and a significance value of $p < 0.001$. This moderate correlation suggests that more intensive and positive use of Canva is associated with higher levels of perceived visual creativity among students. In other words, Canva usage tends to align with increased creativity in completing design-related tasks. Simple linear regression analysis produced the regression equation $Y = 2.58 + 0.43X$. The regression coefficient ($b = 0.43$) was statistically significant ($p < 0.001$), indicating that Canva usage has a positive and significant effect on students' visual creativity. The coefficient of determination ($R^2 = 0.25$) indicates that 24.8% of the variance in students' visual creativity can be explained by Canva usage, while the remaining 75.2% is accounted for by other factors not included in this research model.

The findings of this study support the argument of Teresa M. Amabile (1996), who states that creativity can develop when individuals are provided with environments that support idea exploration and freedom of expression. Canva provides various visual features that enable students to explore designs more flexibly and innovatively. In addition, Sawyer & Henriksen (2023) explains that creativity is a dynamic process that develops through practice, experience, and social interaction. Therefore, continuous use of Canva can help students improve their creative thinking abilities. Furthermore, Mihaly Csikszentmihalyi (1996) argues that creativity emerges through interactions between individuals and their social environments, indicating that digital learning platforms such as Canva can create opportunities for collaborative and creative engagement among students (Amabile, 1996; Csikszentmihalyi, 1998; Sawyer & Henriksen, 2023)

The findings of this study indicate that Canva plays an important role as a visual-based learning medium in supporting the enhancement of students' visual creativity at the Institut Keislaman Tuah Negeri. The average level of Canva usage, which falls within the moderate to high category, along with students' generally positive perceptions of its ease of use and its capacity to stimulate design inspiration, suggests that Canva has become a familiar and useful tool within their learning environment. This condition aligns with constructivist perspectives proposed by (Piaget, 1971) and (VYGOTSKY, 2019), which emphasize that meaningful learning occurs when students are actively engaged in constructing knowledge and skills through direct experiences and social interaction, including the exploration and experimentation of various visual design alternatives (Piaget, 1971; VYGOTSKY, 2019)

The positive and significant relationship between Canva usage and students' visual creativity, as demonstrated by the correlation and regression analyses, reinforces the assumption that the utilization of technology-based learning media can have a tangible impact on creativity development. Through Canva, students are able to explore diverse templates, combine graphic elements, organize visual compositions, and adapt designs to specific communication objectives. This process involves not only technical skills but also divergent and convergent thinking, as described in creativity theories. (Guilford, 1950) explains that divergent thinking refers to the ability to generate multiple ideas and solutions, while convergent thinking involves selecting the most appropriate solution to achieve specific goals. Students are therefore required to generate multiple visual ideas and subsequently select and refine the most appropriate ones, making Canva usage a practical medium for exercising and enhancing creative thinking. In addition, Robert J. Sternberg and Lubart (1999) emphasize that creativity involves producing work that is both novel and meaningful within a particular context (Guilford, 1950a; Sternberg & Lubart, 1999).

From a multimedia learning perspective, Canva's ability to effectively integrate text and visual elements also contributes to improved comprehension and increased attractiveness of learning materials. Richard E. Mayer (2005) explains that multimedia learning environments can improve understanding because learners process information through both verbal and visual channels simultaneously. Similarly, Ruth Colvin Clark and Mayer (2016) argue that visually organized

instructional media can increase students' attention and retention during learning activities. Students who use Canva to develop presentations, infographics, or instructional materials tend to be more engaged in selecting symbols, colors, and layout structures, thereby making learning activities more active and reflective. This engagement may enhance students' sense of ownership over their work and strengthen intrinsic motivation to create (Mayer, 2005; Clark & Mayer, 2016).

The coefficient of determination ($R^2 = 0.25$) indicates that although Canva usage has a significant effect on students' visual creativity, a substantial proportion of creativity variance is explained by other factors. These may include personal interest in design, prior experience with other graphic applications, lecturers' guidance and feedback in design-related assignments, access to digital devices and internet connectivity, and social environments that either encourage or inhibit creative exploration. Teresa M. Amabile (1996) explains that creativity is influenced not only by individual abilities but also by environmental and motivational factors that support innovative behavior. This finding suggests that the optimization of students' creativity cannot rely solely on a single learning medium but requires a comprehensive approach encompassing pedagogical, technological, and psychological dimensions (Amabile, 1996).

This study is also consistent with the findings of Yong Zhao and Frank (2003), who state that the use of technology in education is influenced by learning environments, institutional support, and user readiness. Therefore, optimizing Canva usage in higher education requires digital infrastructure support, technology training, and creative learning strategies. Previous studies have also shown that technology-based media can enhance students' creativity in visual design. Akbar (2014) states that technology-based instructional media positively influence students' creativity in graphic design. (Ali & Setiawan, 2013) found that project-based learning can improve students' creativity through visual design activities. In addition, (Lestari & Putri, 2018) explain that digital design applications help students produce more innovative and attractive visual works. These findings further strengthen the argument that digital learning platforms such as Canva can function as effective media for developing students' creative competencies in higher education (Akbar, 2014; Ali & Setiawan, 2013; Lestari & Putri, 2018; Zhao & Frank, 2003).

In the context of Islamic higher education, these findings carry important implications. The integration of Canva into learning processes can serve as a strategic approach to bridging Islamic values with the demands for innovation and creativity in the digital era. Students can be encouraged to produce visual content that is not only aesthetically appealing but also conveys scholarly and moral messages aligned with institutional values. Albert Bandura (1977) explains that learning occurs through observation, interaction, and social modeling, suggesting that collaborative learning activities using Canva may encourage students to share ideas and inspire one another creatively. Therefore, institutional support is needed through the provision of training in graphic design applications, the development of creative project-based learning guidelines, and the strengthening of adequate technological infrastructure (Bandura, 1977).

Based on the research findings and discussion, it can be concluded that the use of Canva among students at the Institut Keislaman Tuah Negeri falls within the moderate to high category and is perceived as relatively easy to operate. Students also reported that Canva frequently generates new design inspiration and makes a strong contribution to enhancing their visual creativity. Students' visual creativity, measured through various indicators, was likewise found to be at a high level, particularly in terms of the ability to produce innovative designs, improvements in creative thinking, and the acceleration of the learning process. These findings support the argument of Richard E. Mayer (2005), who explains that multimedia-based learning environments can improve students' engagement, understanding, and creativity through the integration of visual and verbal elements. In addition, Teresa M. Amabile (1996) emphasizes that creativity develops when learners are provided with supportive environments that encourage experimentation and idea exploration. Thus, Canva can be considered an effective digital platform that facilitates students' creative learning experiences (Amabile, 1996; Mayer, 2001).

The statistical analysis indicates a positive and significant relationship between Canva usage and students' visual creativity, with a moderate correlation coefficient. Simple linear regression analysis further confirms that Canva usage has a significant effect on students' visual creativity, accounting for 24.8% of the variance. These findings underscore that Canva is an effective digital learning medium for supporting the development of students' creativity, although it is not the sole determining factor. (Guilford, 1950b) explains that creativity is closely associated with divergent thinking, namely the ability to generate multiple ideas and alternative solutions. Similarly, Robert J. Sternberg and Lubart (1999) state that creativity involves the production of ideas that are both novel and appropriate within a particular context. Therefore, the use of Canva may provide opportunities for students to exercise creative thinking through visual exploration and design innovation (Guilford, 1950; Sternberg & Lubart, 1999).

Based on these conclusions, several recommendations are proposed. First, institutions and study programs are encouraged to further integrate Canva into the learning process, for example through project-based assignments that require students to produce creative visual outputs. This recommendation is in line with the perspective of Lev Vygotsky (1978), who emphasizes that collaborative and activity-based learning can enhance cognitive development and creativity. Second, training and mentoring programs for both students and lecturers are needed to optimize the use of Canva's features, including advanced tools that support the development of interactive learning materials. Third, strengthening technological infrastructure—such as ensuring stable internet access and adequate digital devices—is essential to prevent technical barriers to the effective use of Canva in learning. Zhao & Frank (2003) explain that successful technology integration in education is strongly influenced by institutional support, learning environments, and technological readiness. Fourth, future research is recommended to develop measurement instruments for Canva usage with higher reliability and to consider additional variables, such as learning motivation, design experience, and lecturer support, as mediating or moderating factors, in order to provide a more comprehensive understanding of the factors influencing students' visual creativity in the digital era.

Furthermore, Albert Bandura (1977) argues that learning occurs through observation and interaction, suggesting that collaborative digital learning activities may further strengthen students' creative competencies and engagement in the learning process (Bandura, 1977; VYGOTSKY, 2019; Zhao & Frank, 2003).

CONCLUSION

Based on the research results, it can be concluded that the use of Canva among *Tuah Negeri Islamic Institute* students is in the medium to high category and is considered capable of supporting the visual-based learning process effectively. Students consider Canva easy to use, able to generate design inspiration, and help increase visual creativity in completing learning assignments. The results of statistical analysis show that there is a positive and significant relationship between the use of Canva and students' visual creativity, with a correlation value of $r = 0.50$ and a significance value of $p < 0.001$. Apart from that, the results of simple linear regression analysis show that the use of Canva has a significant effect on students' visual creativity with a contribution of 24.8%, while the rest is influenced by other factors outside the research. These findings show that Canva can be an effective digital learning media in improving creative thinking skills, design innovation, and student involvement in the learning process in the digital era.

Based on the research results, it is recommended for universities and lecturers to integrate the use of Canva more optimally in the learning process, especially through project-based assignments, visual presentations, infographics and other creative learning media. Institutions also need to provide training and assistance to students and lecturers regarding the use of Canva features so that the use of digital media can be maximized and innovative. Apart from that, technological infrastructure support such as stable internet access and adequate digital devices needs to be strengthened to support the effectiveness of technology-based learning. It is recommended that further research develop a more

comprehensive measurement instrument for using Canva and add other variables, such as learning motivation, digital literacy, design experience, and learning environment support. to gain a deeper understanding of the factors that influence students' visual creativity in the digital era.

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