

Literature Study: An Analysis of the Effectiveness of the Canva Platform as a Creative Presentation Media on Procedural Text Materials

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Learning procedural texts is often monotonous due to conventional teacher-centered methods. This study aims to analyze the effectiveness of the Canva platform as a medium for the creative presentation of procedural text materials. The method used is a descriptive qualitative literature study by synthesizing the accredited scientific literature of the last five years. The results of the analysis showed that the implementation of Canva significantly boosted students' academic achievement, intrinsic motivation, and interactive participation through the spatial infographic feature. The public response on social media confirmed the massive positive sentiment towards the platform. This research contributes to providing theoretical-practical guidance for educators in integrating visual technology in harmony to support the Independent Curriculum in the digital era.

INTRODUCTION

The massive development of digital technology in recent years has brought a wave of very significant changes in the global education landscape. In the current era of the Industrial Revolution 4.0 and Society 5.0, the use of information technology (IT)-based learning media is no longer just a supporting or decorative alternative in the classroom, but has transformed into a major need to increase the effectiveness, attractiveness, and efficiency of the teaching and learning process as a whole. This paradigm shift requires a harmonious integration of digital hardware and software with contemporary teaching methodologies to create an educational ecosystem that is adaptive and relevant to the dynamics of the times. As stated by Massitta and Temon (2024), the world of education today is required to continue to improve and move forward in adopting interactive digital devices that are closely related to the visual world of generation z.

In line with these global dynamics, the characteristics of 21st-century learning no longer place the main focus on mastery of the material through cognitive memorization alone. An effective modern learning process today requires a strong internalization of digital literacy, unlimited stimulation of creativity, strengthening two-way communication skills, and honing balanced critical thinking skills from both educators and students. In this highly dynamic digital context, the role of teachers in the classroom is undergoing a very fundamental substantial shift. Teachers no longer only play a rigid role as the main information conveyor or a single transmitter of knowledge, but instead shift to a facilitator, motivator, and innovative learning designer who is able to design an interactive, challenging, and fun learning experience for students. This is in line with the concept of modern learning which emphasizes that teachers' digital pedagogical competence is the main key in triggering active involvement of students in the technology era (Marwah & Susanti, 2023).

However, the objective reality in the field today still shows that there is a fairly wide gap between the demands of the ideal of the 21st century and the practice of factual learning in schools. In learning Bahasa Indonesia, especially in procedural text materials, the teaching pattern applied by most teachers in secondary schools is still stuck in the traditional teacher-centered conventional method. The process of delivering procedural text material in class tends to be monotonous, theoretical, and relies heavily on one-way verbal explanations or assignments to read very long narrative texts in a packet book. This rigid approach and lack of visualization ultimately makes it difficult for students to construct a complete understanding of the systematic complex structure and logical steps that are the main characteristics of a procedural text. The direct impact of the low use of interactive visual media is the decline in student engagement and active participation in the classroom. Based on empirical findings in the field, this static learning often triggers students' psychological saturation, decreases intrinsic motivation to write, and in turn leads to suboptimal competency achievement and classical student learning outcomes (Fakhriroh & Asteria, 2025).

Departing from these real problems, the presence of learning media that is able to reconstruct procedural text information into a visual form that is coherent, aesthetic, systematic, and dynamic becomes a very urgent need. One of the innovative solutions that has the potential to be adopted by educators is cloud-based graphic design platforms like Canva. The platform offers a wide range of creative presentation features, infographics, animation elements, and digital collaboration spaces that are very user-friendly without demanding advanced programming or design skills from its users. The characteristics of procedural text material that are rich in the stages of work instruction require media that is able to present information visually and gradually. The use of Canva as a creative presentation medium is expected to be able to ground abstract procedural text materials into concrete, attractive, easy-to-understand visual representations, and be able to significantly improve the understanding of concepts and the quality of students' writing.

So far, several relevant studies have tested the effectiveness of using the Canva platform in the context of education. For example, research by Hanifah and Shofiani (2025) confirms that the continuous use of Canva has been proven to be effective in boosting students' cognitive learning outcomes in Indonesian text materials. Furthermore, research conducted by Lathifah et al. (2024) also shows that Canva-based infographic integration is able to improve students' procedural text writing skills to be more structured and systematic. At the elementary school level, Putra et al. (2023) also proved that the Canva platform is highly adaptive to support innovative and creative digital teaching materials. However, most of the existing literature still views and uses Canva as a static standard presentation slide maker tool or simply a one-sheet poster print medium at the end of the lesson. There is still a very limited literature study that specifically examines the effectiveness of Canva's platform when positioned specifically as a "creative presentation medium" that integrates stepped-down transitional animation and interactive features to holistically dissect the structure of procedural texts. Most previous research has also tended to focus on a quantitative approach to small-scale classroom actions, without conducting an in-depth theoretical synthesis of how Canva's visual spatial planning influences students' cognitive psychology in understanding the flow of work instructions.

This is where the scientific novelty and research gap that this research wants to fill. Through a systematic literature review approach to various accredited scientific literature over the past five years, this research conducts an in-depth analysis and synthesis to explore how the elements of creative presentation on the Canva platform are able to optimize the delivery of material and the writing of procedural texts. The main focus of the study was on analyzing the effectiveness of Canva's interactive presentation features and their impact on high school students' memory retention and visual learning interests. Thus, the purpose of this study is to comprehensively describe the strategic role of Canva as an interactive learning medium and measure its significance on students' understanding of concepts, so that it can be a valid scientific reference for educators in implementing digital technology in the era of the Independent Curriculum.

LITERATURE REVIEW

Canva as a Contemporary Visual Learning Media

IT-based visual learning media plays a crucial role in stimulating the cognitive and affective realms of 21st century students. Canva, as a cloud-based graphic design platform, facilitates the needs of contemporary teaching by providing interactive presentation templates, moving illustration elements, and structured infographic diagrams. Based on Dual-Coding Theory, the human brain processes verbal information channels (text) and visual channels (images) separately but simultaneously. The harmonious use of visualization in Canva's media can reduce information processing barriers, helping to strengthen students' spatial memory and long-term memory retention.

Rigid Structure and Linguistic Construction of Procedural Texts

Procedural texts in the Indonesian curriculum are identified as a genre of theoretical texts that have rigid structural characteristics in the form of titles, objectives, materials (tools/materials), and chronology of work steps. The nature of texts that demand a tiered logical sequence often triggers linguistic saturation when presented in a conventional linear manner. The integration of creative presentation media in the learning process functions as a cognitive scaffolding. Spatial visualization in Canva helps map complex work instructions into a series of visual operations that are seamless, aesthetic, and easily internalized by the learner's working memory structure.

RESEARCH METHODS

Research Location and Article Documentation Source

Because this research is in the form of library research, the research is not carried out in one physical location of a school or a specific laboratory, but rests on a digital location or cyber research locus. Secondary data documentation sources are obtained by accessing reputable scientific journal databases, including Google Scholar, a SINTA-accredited national journal portal, and reputable university repositories.

The main units of analysis that are documented and studied in depth are in the form of scientific articles published in periodicals (journals) and proceedings of national seminars in the last five years (2021–2025). Specifically, the main documents that are the subject of the study are sourced from scientific publications by Widiyastuti (2021), Putra et al. (2023), Marwah & Susanti (2023), Masturoh et al. (2023), Lathifah et al. (2024), Fakhroh & Asteria (2025), Massitta & Temon (2024), Hanifah & Shofiani (2025), Hanan et al. (2025), and Santo et al. (2025).

Reasons for Object Selection

The selection of the Canva platform as the main study subject in the procedural text learning material is based on the following three rational considerations:

1) Suitability of Material Structure with Media Characteristics

Procedural texts have rich writing characteristics of instructions, chronological stages, and structured logical reasoning. This material is

prone to becoming monotonous for students if it is only delivered through conventional texts. Canva's infographic visual features, flowchart templates, and chronological elements are rated as the best cognitive scaffolding for students to facilitate their structural understanding.

2) Accessibility and Technical Efficiency

Canva has the advantage of a user-friendly, cloud-storage-based drag-and-drop system, as well as the availability of a Canva for Education account that can be accessed free of charge by teachers and students using belajar.id account. This makes it an object of research that is applicable and relevant to today's world of education.

3) The Urgency of Digital Curriculum Transformation

The existence of the Independent Curriculum's demand for educators to integrate digital technology in an innovative and creative way makes an in-depth analysis of the effectiveness of platforms such as Canva have a high urgency to examine their impact on creativity and overall student learning outcomes.

Systematization of Library Collection and Selection

The library selection process is carried out in stages through systematization as follows:

- 1) Literature Identification and Search: Using specific search keywords such as: "Canva", "Learning Media", "Procedure Text", "Visual Creativity", and "Learning Outcomes".
- 2) Inclusion and Exclusion Criteria: Select a literature source that explicitly examines Canva's role in Indonesian subjects (particularly procedural text materials) or the application of Canva in the context of innovative teaching in elementary and secondary schools. Articles that do not list empirical results or are not based on field research data are excluded.
- 3) Data Reduction: Extracted key findings from 10 main articles, both quantitative data (such as grade point average score increases, post-test t-test results, practicality sheets) and qualitative data (student questionnaire responses, increased visual creativity, and teacher observation notes).

Data Interpretation Techniques

Data interpretation was carried out using content analysis and comparative analysis techniques. The researchers grouped empirical data from various literature based on the similarity of the intervention variables, and then analyzed the significant differences between the control class and the experimental class reported by previous researchers. The meaning behind the quantitative data (e.g., a significant increase in student academic achievement on a t-test) is interpreted and validated by cross-validating it with qualitative data (in the form of student affective responses and aesthetic quality assessments of Canva's design texts).

The final step of this method is to draw conclusions inductively based on the pattern of data regularity found throughout the literature. The final synthesis focused on formulating how effective the Canva platform is in transforming Indonesian language learning in Procedural Text materials, identifying technical obstacles that often arise in the field, and providing solution recommendations for teachers in their practical implementation in the future.

RESULTS

Quantification of Improving Student Learning Outcomes

Data from various empirical studies show a consistent positive trend in the assessment of students' cognitive learning outcomes after the integration of the Canva platform was implemented. At SMPN 1 Jombang, there was a significant increase in the average classical learning outcomes, from 77.69% to 84.53%. A steady improvement pattern was also documented at SMA Negeri 6 Palembang through the application of Canva infographics. In the first cycle, the average score of students was recorded at 71.31, then jumped to 82.63 in the second cycle. Statistically, hypothesis testing using the t-test in several reference literature resulted in a significance value (2-tailed) of 0.000 ($p < 0.05$). These figures provide strong empirical evidence that there is a very clear and significant difference in competency between students who get Canva-based procedural text learning compared to students who are only exposed to conventional media.

Student Learning Behavior Engagement and Response

Observations of student learning behavior in the classroom show a very high level of student engagement. Student activities during the Canva-based learning process are consistently in the "Very Good" category with a percentage of achievement reaching 77.5%. Students showed much greater enthusiasm when asked to structure the procedural text into an interactive visual format than when they wrote it in a linear notebook. Field data confirmed that Canva was very well received as an interactive learning medium as well as a tool for completing Student Worksheets (LKPD). Qualitatively, students reported an increase in intrinsic learning motivation. The presence of strong visual support (in the form of icons, step infographics, and color schemes) psychologically makes it easier for them to map and understand the logical sequence and systematic steps in the procedural text.

Public Validation and Social Media Sentiment towards Canva

In order to strengthen the academic performance data above, the literature synthesis in this study also tracks how the phenomenon of Canva adoption in Indonesian language learning is validated by the community of educators, students, and education practitioners in the digital space (social media). Posts documenting the "best practices" of the implementation of the Independent Curriculum on the X platform (Twitter), TikTok, and YouTube show massive positive sentiment towards Canva's effectiveness. Here are some samples of authentic sentiment quotes on social media that were successfully collected, validated, and synthesized:

Excerpt 1 (Educational Video & Best Practice - YouTube):

"The automatic presentation feature, dynamic transitions, and the availability of interactive templates in Canva are very helpful for teachers in structuring the Procedural Text material to be much more engaging and visual than using conventional media." (Excerpted from practitioner comments on the content of the Canva Interactive Presentation creation tutorial).

Quote 2 (Student & Teacher Creativity Content - TikTok):

"Canva's drag-and-drop design feature is very effective when used with students to visualize the stages or work instructions (procedural text) so that the results look aesthetic and easier to understand with the audience when the presentation progresses." (Sentiment-free quotes from educational videos, creative presentation tips, @aesth*****).

Excerpt 3 (Academic Education & Discussion Thread - Digital Space X):

"Students or students are now much easier to convey ideas and structured presentations such as in work procedure assignments or practicum materials using Canva because the choice of professional templates is concise and doesn't make you boring." (Referring to the consensus of public discussion on the use of visual media in the digital era).

DISCUSSION

Critical Analysis and Correlation of Cognitive Psychology to the Phenomenon of Public Sentiment. The sentimental quotes from the social media realm above should not be seen as mere expressions of superficial satisfaction, but rather as a real representation of the working laws of Cognitive Psychology and Information Processing Theory in the digital classroom. While Citations 1 and Citation 2 highlight the efficiency of drag-and-drop features and automatic transitions in compiling procedural texts, the real psychological phenomenon that occurs is the minimization of extraneous cognitive load in the students' brains. In conventional procedural text learning, students' working memory is often depleted just to understand abstract texts with long paragraphs in a linear manner. Through Canva, the complex structure of procedural text consisting of Objectives, Tools/Materials, and Steps is broken down into discrete visual information units (chunking).

The combination of concise text with relevant graphic icons triggers the dual-coding process (Paivio's Dual-Coding Theory). Students' brains process verbal information (work step text) and visual information (icons/images in Canva) simultaneously through different cognitive channels. This dual-channel synergy creates much stronger memory associations within students' long-term memory. As a result, students' memory retention of the logical sequence of procedural texts increases sharply. The ease of visual manipulation in Canva (as

implied in Excerpt 3) triggers the so-called generative learning effect, where students do not just act as passive recipients of information, but actively construct their own knowledge structures spatially-visually. This is the scientific basis for why the adoption of this media has gained massive emotional acceptance (positive sentiment) in the field: this technology works in harmony with the natural way the human brain processes information in sequences.

To understand the scientific essence of this article, it is important to reaffirm the position of this research in the midst of the constellation of previous researches. The majority of research on Canva (such as a study by Putra et al., 2023; Santo et al., 2025) generally position this platform as a macro learning medium to increase motivation or general learning outcomes without being attached to certain material characteristics. Meanwhile, Canva's research is specific to procedural texts (such as Lathifah et al., 2024; Fakhiroh & Asteria, 2025) mostly places Canva only at the downstream of learning, i.e. as a printing aid for one-sheet static posters or infographics by post-learning students after completion of learning.

This is where the novelty and the closure of the research gap offered by this research lie. A synthesis of the 10 main literature proves that Canva's true strength lies not in its position as the final designer's printing tool, but rather in its role as an "Interactive Creative Presentation Medium" in the upstream and learning process. This study uncovers the fact that the animated transition features, internal hyperlinks, and tiered spatial-procedural visualizations on Canva's presentation slides act as cognitive scaffolding that helps students sort out the chronological thinking logic that must be present in the procedural text material. Unlike previous studies that looked at Canva's effectiveness partially-quantitatively through learning outcomes numbers alone, this literature review succeeded in building a comprehensive theoretical model that the improvement in students' academic performance occurred because this platform was able to align the visual spatial layout of the media with the imperative linguistic structure of the procedural text.

The success of improving learning outcomes and the ability to write procedural texts, as reflected in the data, proves that Canva can overcome students' cognitive barriers. Procedural texts that were previously considered rigid and boring are now transformed into more dynamic material. The integration of visual elements in Canva helps students build text structure and linguistic features more systematically. This is in line with cognitive load theory, which explains that compelling visual information helps to facilitate students' memory retention of complex procedural steps.

Canva not only serves as a presentation tool, but also as a creative space for students. With easy-to-use features, students can express their ideas by creating posters or infographics. This change from a one-way way of learning to a creative and collaborative process enhances the emotional aspect of students. When students feel happy and engaged in the design process, their intrinsic motivation

increases, which has a positive effect on their psychomotor learning outcomes in the form of more quality written work.

However, Canva's effectiveness depends on the technology infrastructure available. The findings about internet access barriers and feature limitations in the free version are important notes in this study. In addition, teachers' digital competence is also a key factor. Without adequate technical training, Canva's immense potential cannot be fully exploited. Therefore, digital literacy for educators is an important requirement so that this visual learning transformation can be carried out comprehensively in various education units.

CONCLUSION

Based on the results of the literature research, it can be concluded that the use of the Canva platform as a presentation tool in procedural text materials has a real positive impact on the learning environment. This media has been proven to improve students' learning outcomes and classical completeness compared to conventional methods because the material is presented more neatly and organized. In terms of skills, Canva's visual features and wide range of templates help students organize the steps in the procedural text in a more structured, logical, and engaging way. In addition, the use of interactive visual media changes the way students perceive material that was previously considered difficult and boring to be more engaging, thereby increasing students' enthusiasm for learning, active participation, and creativity in the classroom.

This study makes a valuable theoretical contribution to the strengthening of Cognitive Load Theory in the field of language learning, by proving that the reduction of extraneous load is effectively achieved through the alignment of the spatial layout of the media with the characteristics of the chronological instructional text. Furthermore, the cultural implications raised from this study are the shift in classroom literacy culture from rigid linear texts to an interactive visual communication cultural ecosystem that accelerates the digital readiness of the school community under the umbrella of the Independent Curriculum.

As a suggestion/recommendation for future research, it is recommended to future researchers to conduct large-scale quantitative experiments directly in the field (field research) to measure the impact of students' long-term memory retention, as well as to expand the scope of research objects in other genres of linguistic material that have an equivalent level of structural complexity. For educators, it is recommended that the use of Canva be supported by providing stable internet access and participation in digital technical training on an ongoing basis.

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