

## Students' Perception of Canva and Its Impact on Presentation Performance in Higher Education

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### Abstract

This study investigates eighth-semester students' perceptions of Canva use and its effect on presentation performance in the English Language Education Study Program at Institut Pendidikan Tapanuli Selatan. Twenty students were purposively sampled as research participants to represent those who had sufficient experience using digital presentation tools in academic contexts. Data were collected through close-ended questionnaires and classroom observations to obtain both perceptual and behavioral evidence regarding the use of Canva in presentations. Results from the questionnaire analysis reveal generally positive student perceptions of Canva as a helpful and user-friendly design tool for creating engaging presentation slides. Many students strongly agreed that Canva enhanced their creativity, visual design skills, and enjoyment during the presentation process, which in turn contributed significantly to improved confidence and delivery. In addition, students perceived Canva as an effective platform that helped them organize content more systematically and present ideas more clearly. Classroom observations corroborated these findings, showing enhanced student performance when Canva was utilized, particularly in terms of slide aesthetics, audience engagement, and presentation fluency. Overall, the findings indicate that integrating Canva into English language learning activities can positively support students' presentation skills and foster a more engaging and interactive learning environment.

Keywords : Canva Utilization, English Language Education, , Higher Education , Presentation Performance, Students' Perception.

### Introduction

Lately, visual aids have started to matter more in school presentations. They help make things effective and keep students engaged. Canva really stands out here as an easy tool for graphic design. It offers students plenty of ways to build presentations that end up looking sharp and professional. No one needs advanced tech skills to make that happen (Christiana, 2021). Canva hands students a bunch of

different ways to whip up presentations that end up looking sharp and put together. They do not have to possess any advanced technical skills to get those results. Taking a closer look at student opinions on Canva and their actual usage patterns reveals the tool's genuine impact on learning outcomes. That covers areas like sparking motivation and helping build fresh abilities as well. (Purba & Harahap, 2022). This study wants to dig into those views. The goal is to help blend digital tools better into English classes. That fits with modern teaching ways that push creativity and tech skills.

This study specifically concentrates on eighth-semester English Education students at Institut Pendidikan Tapanuli Selatan, drawing on insights from previous Indonesian research to develop a localized perspective on the use of Canva in educational settings (Fauziyah et al., 2016). Earlier studies, such as that (Choirunisa & Fadly, 2023) , investigated EFL students' overall perceptions of Canva, emphasizing its usability and acceptance in language learning. Meanwhile, focused on students' born unveil their opinions toward learning video with canva in English classes (Fauziyah et al., 2016), who showed favorable attitudes, towards the integration of multimedia and which mostly targeted secondary education and video-based learning (Hasibuan et al., 2024).

Extending these prior works, the current study focuses on Canva as a tool in academic presentations among English Education students at the university level that provides various features and templates (Monoarfa & Haling, n.d.). Contrasting with other studies that focused on tool acceptance or video learning in this research of the pedagogical factors, innovations and applications of Canva by researchers in design presentations (Hasibuan & Hasibuan, 2022). Both studies look into what students think about Canva in various school settings.

These efforts mainly stick to overall ease of use and general feelings about the application itself or the videos it creates in high school and college environments. The real shortfall shows up in how little attention they give to Canva specifically for making presentations among English Education students in higher education. This holds true especially in an Indonesian university like Institut Pendidikan Tapanuli Selatan. Neither one dives deep into ways Canva's design tools shape skills for presentations or boost involvement during them. They also skip over the hurdles students run into when using Canva for school presentation work. On top of that, both pieces provide only basic details on surrounding elements like tech setups, students' digital skills, and help from the school. All those things could shape how well Canva fits into college presentations. So the study on eighth-semester English Education students' take on Canva for presentations steps in to cover this space. It offers a closer look at what Canva brings to teaching in terms of

strengths and limits in a university setup. That helps build better plans for bringing in tech where it counts. This fits right in with wider work in educational tech that pushes for studies tied to specific places and longer-term checks on how digital tools really work in classes.

This study looks at how eighth-semester English Education students at Institut Pendidikan Tapanuli Selatan perception the use of Canva in their presentations. It checks out the ways this digital tool affects their engagement, creativity, and overall presentation skills. Even though digital tools are becoming more common in education, we still do not fully understand what students go through when using Canva specifically in Indonesian tertiary English classes. That gap is what this research tries to fill. It identifies the main benefits and challenges that students face with Canva. In the end, the goal is to give educators and curriculum planners some useful insights into its teaching potential. What makes this study important is how it adds to the body of knowledge on digital literacy and tech in teaching. It puts Canva in a bigger picture, not just as a design helper, but as something that boosts motivation and results in presentation work. The fresh angle here comes from focusing on a group of students in this specific local setting, which past studies have mostly overlooked. It also highlights Canva's role in sparking creativity and drive during academic presentations. All this helps broaden what we know about tech-boosted English learning spaces.

### **Methodology**

This study employed a quantitative descriptive approach to examine students' perceptions of presentation performance. The research was carried out at Institut Pendidikan Tapanuli Selatan, located on Jl. Sutan Mhd. Arif, Batang Ayumi Jae, Padangsidempuan, North Sumatera, Indonesia over the course of two months, from May 8 to July 8, 2025, during the 2024/2025 academic year. Researcher did some observations on March 20, 2025. She looked at the Institut Pendidikan Tapanuli Selatan in the eighth semester of the English language education study program. A structured close-ended questionnaire was used to collect quantitative data. Students were asked to complete the questionnaire by an online dissemination. The questionnaire included closed-ended questions that used the Likert scale of measurement. This involves their empirical analysis through descriptive and inferential statistics (Hasibuan & Rambe, 2025). The information is displayed by quantifying the percentage of students perceptions.

To quantify students' perceptions, the researcher used the following percentage

$$P = \frac{F}{N} \times 100\%$$

formula:

In which:

P=Percentage of EFL students' perceptions

F=Frequency (number of perception)

N=Number of cases (total of perception)

Those students had already used the Canva application for finishing powerpoint design assignments. They also used it for previous learning media. From 39 students, it purposefully chose 20 as the sample, since they relied on the Canva application as a tool for their assignments. That was the case, especially when it came to designing learning media and the creation of PPTs. The other 19 students knew about the Canva application.

They understood it pretty well. But they rarely used it. Data are from two instruments: closed-ended questionnaires and classroom observations.

Data were collected by using two instruments: closed-ended questionnaire, and classroom observations. Observations assessed students' presentation performance, and close-ended questionnaires are used to capture students' perceptions. Primary data were obtained from students' responses, while secondary data from relevant literature were used to support the analysis. The data was analyzed by data codification. That involves labeling materials such as close-ended questionnaire and observation notes. Next comes data reduction. It sharpens the research focus and discards the less important details. Then there is data display. It compiles all the data that has been collected so far. The final part is conclusion drawing and verification stage.

## **Findings**

### **Students' Perceptions of Canva Utilization for Presentation Performance**

#### **1. Students' Preception in Utilizing Canva Application**

Data for the first research question were collected through a close-ended questionnaire filled out by the students. The questionnaire sought to understand how respondents viewed the use of the Canva application for students

presentations. A total of 20 eighth-semester students completed the survey about their experiences with Canva. Based on the questionnaire distributed to respondents and the results of students' perceptions in using canva application, the researcher found that the average score of the categories Strongly Disagree (1,25%), Disagree (19.75%), Neutral (31.75%), Agree (41.5%), Strongly Agree (4.75%). The researcher accumulated the percentage of respondents who disagreed, were neutral, and agreed based on each statement. Of the 20 statements that had been distributed to respondents, there were 10 in the agree category, 5 in the neutral category, and 5 in the disagree category. Of course, based on the results of the accumulation of the percentage of respondents, it can be concluded that students' perceptions in using Canva application on students' presentation performance are in the positive category.

The results show that most students found Canva to be a very helpful tool for creating learning materials and presentation slides. Many respondents agreed or strongly agreed with the statements on the questionnaire. Students mainly used Canva to design and edit their learning materials and presentation slides. They reported significant improvements in the quality of their presentation outcomes. Additionally, students noted that using Canva boosted their creativity and led to a positive experience during their presentations. The data can be seen in the Figure 1.

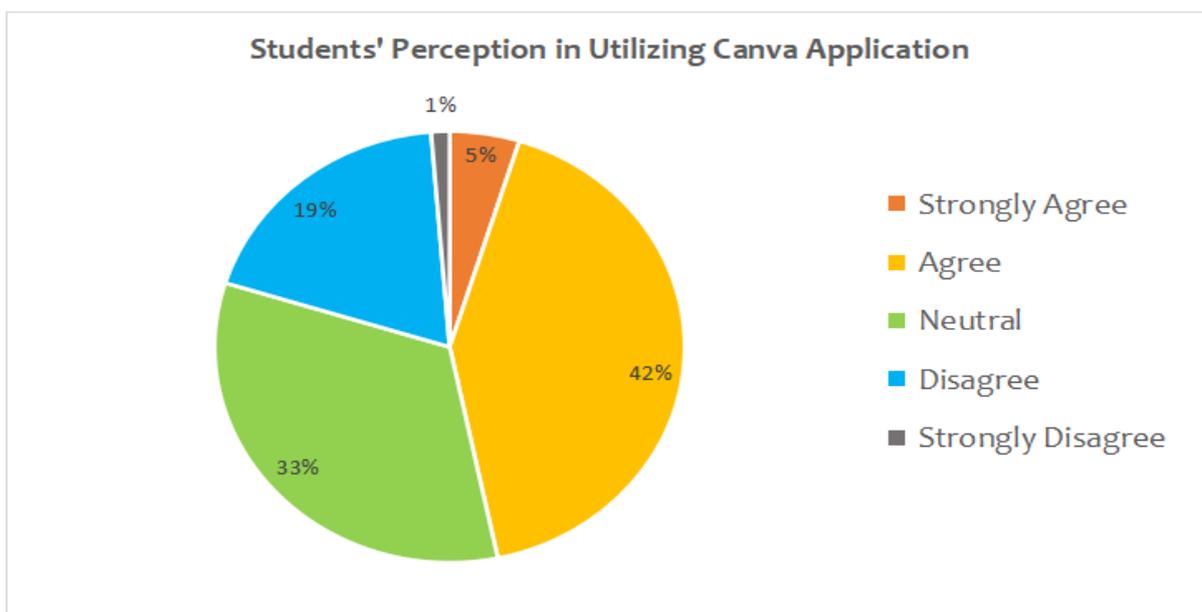


Figure 1. Students' Perception in Utilizing Canva Application

## 2. Students' Presentation Performance by Utilizing Canva Application

Data for the second research question were collected by employing observation conducted by the researcher. Results of observation showed students' performance in presenting with the Canva application was overall good, especially regarding the terms of making slides, design, and making learning media. The use of Canva significantly improves the ability for a student to be more creative and independent, making their own presentation slides. Additionally, it fostered critical thinking skills transferable to the digital era. By employing the use of Canva software, the students were able to produce designs that were superior in quality and Quicker to create. These results are consistent with previous research on the rewarding effect of Canva for students engagement, creativity, and presentation abilities in academic settings.

Based on the observations shared with the respondents and the results of students' perceptions in the application in English students, the researcher found that the average score of the categories was Very bad (1,25%), Not good (17%), Fairly good (61,75%), Good (13%) and Very good (7%). It means that the students' presentation performance when utilizing canva is belong to fairly good. The data can be seen in Figure 2.

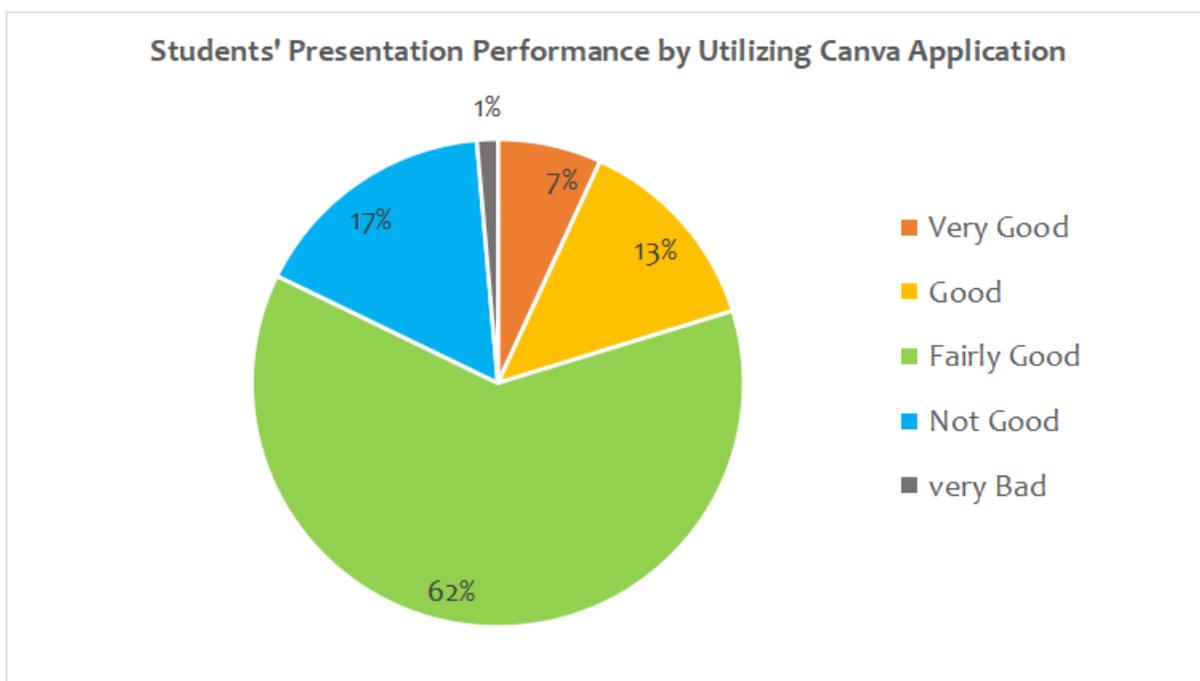


Figure 2. Students' Performance by Utilizing Canva Application

## **Discussion**

This study examined how eighth-semester English Language Education students perceived the use of Canva for presentations and its impact on their presentation performance. Data were collected through a close-ended questionnaire from 20 students and from researcher observations.

Questionnaire responses indicated an overall set of positive perceptions, with 41.5% of respondents agreeing that Canva enhanced presentation performance, while observation showed overall fairly good presentation skills, aided by Canva. This will include the development of skills such as creativity, slide design, and critical thinking. These findings align with Mayer's Multimedia Learning Theory in that the visual and interactive design on Canva. It supports cognitive processing and learning.

The findings can also be interpreted through the TAM (Technology Acceptance Model), where perceived usefulness and ease of use positively influenced the acceptance and engagement of students with regard to Canva. The study also reflects principles of multimodal literacy by integrating visual, digital, and textual modes. As such, it enhances the ability of students to effectively create digital-era presentations.

## **Conclusion**

In this study, eighth semester students tended to view Canva positively when they used it for presentations. Around 46.25% of the people who responded agreed and strongly agreed that the tool really boosted how well they did in those presentations. Overall, observers noticed the general quality of the student presentations with Canva came out fairly strong. There were clear gains in the aspects of slide design, creative approaches, and even critical thinking abilities. These results indicate that Canva is a good digital tool in modern education. It cultivates student participation, inspires creativity, and helps students to establish multimedia literacy, which is fundamentally important for roles within the current digital learning environment. That said, certain constraints faced the research. The group involved only 20 students from one specific program, which may limit how widely the outcomes can be generalized apply. Besides that, the data came mainly from self-reported surveys along with personal observations that remained somewhat subjective. For the future, subsequent studies could tap into larger and more diverse participant groups. They could also capture longer-term changes to identify any lasting effects from Canva. Adding hard numbers to evaluate the effects on grades and overall learning would help too. Such efforts would deepen our grasp of Canva's contributions and advantages for classroom presentations.

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