



The effectiveness of Canva-based learning media in the subject of vocational basics for grade X agribusiness crops at SMKN 3 Sidenreng Rappang

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas media pembelajaran berbasis aplikasi Canva dalam meningkatkan hasil belajar siswa kelas X Agribisnis Tanaman SMKN 3 Sidenreng Rappang pada mata pelajaran Dasar-Dasar Kejuruan. Metode yang digunakan adalah eksperimen dengan desain one group pretest-posttest. Instrumen yang digunakan telah melalui uji validitas dan reliabilitas. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada hasil belajar siswa setelah pembelajaran menggunakan media Canva, dengan rata-rata nilai pretest 50,36 dan posttest 93,73. Uji T menunjukkan nilai sig. (2-tailed) sebesar $0,000 < 0,05$. Dengan demikian, penggunaan aplikasi Canva efektif dalam meningkatkan hasil belajar siswa pada materi dasar kejuruan. Canva juga terbukti mampu meningkatkan motivasi dan keterlibatan siswa secara kualitatif selama proses pembelajaran.

Kata Kunci: Media pembelajaran, Canva, efektivitas, hasil belajar, dasar-dasar kejuruan.

Abstract

This study aims to determine the effectiveness of Canva-based learning media in improving the learning outcomes of Grade X Agribusiness Crops students at SMKN 3 Sidenreng Rappang in the subject of Vocational Basics. The research method used is an experimental method with a one-group pretest-posttest design. The instruments used have passed both validity and reliability tests. The results of the study show a significant improvement in students' learning outcomes after using Canva media in the learning process, with an average pretest score of 50.36 and a posttest score of 93.73. The T-test results show a sig. (2-tailed) value of $0.000 < 0.05$. Thus, the use of the Canva application is effective in improving students' learning outcomes in vocational basic material. Canva has also been proven to qualitatively increase students' motivation and engagement during the learning process.

Keywords: Learning media, Canva, effectiveness, learning outcomes, vocational basics.

Introduction

Education is a fundamental right guaranteed in Article 31, paragraph 1 of the 1945 Constitution of the Republic of Indonesia, which states that "every person has the right to education." This affirms that every child must have access to quality education, especially at the basic level, as a stepping stone to higher levels of learning. Education, as a humanizing process, is not merely about knowledge transmission, but also about shaping character, critical thinking, and moral integrity. Students are not tools to be shaped, but individuals who need support in their journey toward adulthood.

The effectiveness of education is strongly influenced by the use of instructional media. Learning media function as tools that assist teachers in delivering material more clearly, attractively, and understandably. With appropriate media, learning becomes more interactive, engaging, and able to sustain students' attention and motivation. This is particularly important in vocational education, where understanding concepts and skills is essential for future professional readiness.

Learning media are essential tools in helping students grasp abstract or complex concepts and achieve learning objectives. These tools range from printed materials to multimedia applications. One digital tool that has grown in popularity for instructional purposes is **Canva**, a user-friendly online graphic design platform. Canva allows educators to create visually appealing teaching materials with minimal design expertise.

Canva provides an extensive array of templates and design elements that can be easily modified by users. This flexibility makes it an effective platform for teachers to develop customized materials that cater to the unique needs of their students. In the context of vocational education, where visual representation of practical concepts is crucial, Canva can help deliver more engaging and accessible instruction.

In the digital age, integrating technology in the classroom is not only desirable but necessary. Applications such as Canva serve as bridges between pedagogical content and students' digital preferences. As digital natives, today's students are more receptive to learning materials that incorporate visual and interactive components. Therefore, the adoption of Canva in

teaching vocational basics could significantly enhance the learning experience.

At SMKN 3 Sidenreng Rappang, particularly in the Agribusiness Crops class of Grade X, students face the challenge of comprehending foundational vocational knowledge that is often presented in traditional, less stimulating formats. The use of Canva has the potential to transform this learning experience into one that is more dynamic and effective. Given the increasing demands for skilled vocational graduates, it is imperative to innovate teaching approaches to boost student comprehension and outcomes.

This study seeks to evaluate the effectiveness of Canva-based learning media in improving student performance in the subject of *Dasar-Dasar Kejuruan* (Vocational Basics). The aim is to measure whether the use of this platform leads to measurable improvements in student outcomes and engagement. The study also explores how Canva influences student motivation, participation, and interest during the learning process.

By conducting this research, the findings are expected to contribute both theoretically and practically. Theoretically, the results can enrich the literature on digital instructional media, particularly in vocational education. Practically, the research provides valuable insights for educators, school administrators, and policymakers on integrating Canva into classroom teaching to foster better learning outcomes and develop students' digital literacy and creativity.

Method

This study employed an experimental research design to examine the effectiveness of Canva-based learning media in the subject of *Dasar-Dasar Kejuruan* (Vocational Basics) for Grade X Agribusiness Crops students at SMKN 3 Sidenreng Rappang. The type of design used was the one-group pretest-posttest design. This design involved a single group of participants who were given a pretest before the intervention and a posttest afterward to determine any changes in their learning outcomes due to the treatment.

The independent variable in this research was the use of Canva as a learning medium, while the dependent variable was students' learning outcomes in the *Dasar-Dasar Kejuruan* subject. The Canva platform was used to deliver content

in visual, interactive, and engaging formats. Learning materials were designed to include graphics, videos, and animations to support the students' understanding of vocational content.

The research was conducted at SMKN 3 Sidenreng Rappang, specifically targeting students from the Grade X Agribusiness Crops class. The selection of this location was based on the relevance of the subject matter and the need for innovation in delivering vocational education. The sample consisted of 11 students, and because the population was less than 100, the entire population was used as the sample, applying total sampling techniques.

Before the treatment, students were given a pretest consisting of multiple-choice questions to assess their initial understanding of the subject matter. The questions were constructed based on core competencies and learning objectives of the *Dasar-Dasar Kejuruan* curriculum. This test served as the baseline for comparing the effect of the learning intervention.

Following the pretest, the Canva-based learning media was introduced and used throughout the instructional sessions. The learning process emphasized visual communication and student interaction, utilizing various Canva-designed teaching materials such as infographics, animated slides, and visual summaries. These were integrated into lessons to improve student engagement and comprehension.

After the intervention, students were administered a posttest with identical or equivalent questions to the pretest. The scores were compared to assess the learning gains and determine the effectiveness of the Canva-based media. Each correct answer received a score of 1, and incorrect answers received a score of 0. Final scores were calculated by converting the total correct answers into percentage values.

Data collection was supplemented by observation, interviews, and documentation. Observations were used to monitor student engagement and participation during lessons. Interviews with teachers and students were conducted to gather qualitative data on their perceptions, experiences, and suggestions regarding the use of Canva. Documentation included photographs, student assignments, and lesson materials created using Canva.

Data analysis consisted of both descriptive and inferential statistics. Descriptive statistics were used to summarize the pretest and posttest

results, including the mean, median, mode, and standard deviation. Inferential analysis was conducted using a paired sample t-test to determine whether there was a statistically significant difference between the pretest and posttest scores. Statistical analysis was performed using SPSS software, and the significance level was set at 0.05. A result of Sig. (2-tailed) < 0.05 indicated a significant improvement in learning outcomes due to the treatment.

Result and Discussion

This study measured the effectiveness of Canva-based learning media in improving student learning outcomes in the *Dasar-Dasar Kejuruan* subject at SMKN 3 Sidenreng Rappang. The participants consisted of 11 Grade X students from the Agribusiness Crops program. A pretest was conducted before the learning intervention, followed by a posttest after using the Canva media. The difference in scores between the two tests was analyzed to determine the learning gain.

The pretest results showed that the average score was 50.36, with a minimum score of 26 and a maximum score of 86. Most students scored in the "low" category, indicating limited understanding of the subject matter before the Canva-based intervention. In contrast, the posttest average score increased significantly to 93.73, with a minimum score of 80 and a maximum of 100. All students scored in the "very good" category.

Below is the summary of pretest and posttest results:

| No | Student Initials | Pretest Score | Posttest Score |
|----|------------------|---------------|----------------|
| 1 | R.D.S | 76 | 90 |
| 2 | W.A | 33 | 100 |
| 3 | S.K | 36 | 93 |
| 4 | J.K | 60 | 86 |
| 5 | N.A | 36 | 100 |
| 6 | R.A | 36 | 96 |

No Student Initials Pretest Score Posttest Score

| | | | |
|---------|-------|-------|-------|
| 7 | M.R.A | 26 | 86 |
| 8 | M.R.A | 86 | 100 |
| 9 | A.T.G | 86 | 100 |
| 10 | I.W | 46 | 80 |
| 11 | S.N | 33 | 100 |
| Average | | 50.36 | 93.73 |

Descriptive analysis revealed a clear improvement in student performance. The standard deviation also decreased from 22.63 in the pretest to 7.24 in the posttest, suggesting that the posttest scores were more consistent among students.

The paired sample t-test was conducted to determine if the difference between pretest and posttest scores was statistically significant. The result showed a Sig. (2-tailed) value of 0.000, which is less than the alpha level of 0.05, confirming a significant difference in learning outcomes before and after the Canva-based instruction.

The increase in learning outcomes was not only in terms of test scores but also reflected in the distribution of student performance categories. Before the intervention, 54.55% of students were in the "low" category, while after the intervention, 100% of students were in the "very good" category, indicating a uniform improvement across all learners.

In addition to quantitative results, qualitative observations during the learning sessions showed increased student attention and engagement. Students were more motivated and enthusiastic when learning materials were delivered through Canva's visual and interactive features.

Interviews with students and the subject teacher confirmed that Canva helped them understand the material better. The visual presentations made abstract concepts more concrete, and students felt more involved in the learning process.

Based on the combination of test scores, statistical results, observations, and interviews, it can be concluded that Canva-based learning

media had a significant and positive impact on improving students' understanding and learning outcomes in vocational subjects.

DISCUSSION

The findings of this study revealed a significant increase in students' learning outcomes after implementing Canva-based learning media. The use of interactive and visually rich media enabled students to grasp complex vocational concepts more easily, as shown by the substantial improvement in their posttest scores compared to the pretest.

The average pretest score of 50.36 indicated that many students struggled to understand the material using conventional teaching methods. Traditional approaches often fail to address the visual learning preferences of students, especially in vocational subjects that require strong conceptual visualization.

After implementing the Canva-based learning media, students' average scores rose to 93.73. This suggests that Canva effectively supported students in retaining and applying the knowledge taught. The visual and interactive design of Canva materials likely contributed to higher engagement and better cognitive processing.

The statistical significance of the results was confirmed by the paired sample t-test, with a p-value of 0.000. This result indicates that the improvement in scores was not due to chance but rather to the effectiveness of the intervention. This aligns with previous studies that support the use of digital media for enhancing learning outcomes.

Observational data during the learning sessions supported these findings. Students showed higher levels of attention, asked more questions, and participated more actively in class activities when lessons were supported by Canva-based materials. This change in behavior suggests that Canva also positively influenced their motivation and classroom dynamics.

The use of Canva empowered the teacher to design customized and appealing materials efficiently. This helped reduce preparation time while increasing the instructional quality. Canva's drag-and-drop interface and access to templates allowed for quick creation of content that could be tailored to students' needs.

Students also reported that Canva helped them better understand abstract concepts. For example, using infographics and animated slides helped them visualize processes in plant agribusiness that are usually difficult to convey through text alone. The inclusion of visuals and icons made learning more intuitive.

In addition to learning outcomes, the use of Canva appeared to foster digital literacy among students. As they engaged with the materials, students also became more familiar with how to navigate digital platforms, which is a crucial 21st-century skill, particularly for vocational students who are expected to adapt to technological tools in the workplace. The findings indicate that Canva-based learning media are effective in improving not only student learning outcomes but also engagement, motivation, and digital skills. It is recommended that educators, especially in vocational education, adopt similar media to support active and meaningful learning experiences.

Conclusion

Based on the results of this study, it can be concluded that the use of Canva-based learning media is highly effective in improving student learning outcomes in the *Dasar-Dasar Kejuruan* subject for Grade X Agribusiness Crops students at SMKN 3 Sidenreng Rappang. This is evidenced by the significant increase in the average score from the pretest (50.36) to the posttest (93.73), along with the results of the paired sample t-test which showed a significance value of 0.000 ($p < 0.05$), indicating that the improvement was statistically significant.

The findings also show that Canva not only improved students' academic performance but also positively impacted their motivation, engagement, and interest during the learning process. Observations and interviews confirmed that students were more enthusiastic and actively involved when visual and interactive materials created with Canva were used. The platform's user-friendly features enabled the teacher to design visually attractive content that helped students understand vocational concepts more easily.

Therefore, Canva-based media can be considered an effective instructional tool for vocational education. It offers benefits in both pedagogical and technological aspects by fostering better comprehension, supporting

digital literacy, and promoting more engaging classroom interactions. Teachers are encouraged to integrate Canva or similar platforms into their instructional strategies to enhance the quality and effectiveness of the learning experience.

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