

The Development of Canva-Based Media to Improve Language Literacy

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ABSTRACT

Students' language literacy skills at SMPN 2 Bilah Barat are still relatively low, mainly due to the lack of engaging and interactive learning media that can stimulate students' interest in language learning. To address this problem, this study aims to develop Canva-based learning media to improve students' language literacy, especially in reading comprehension and vocabulary enrichment. The research adopts the Research and Development (R&D) method with the Borg and Gall model, which includes ten systematic stages: needs analysis, planning, product design, expert validation, revision, small-scale testing, product improvement, large-scale testing, final revision, and dissemination. The participants in this study were Grade VII students of SMPN 2 Bilah Barat. Data were collected through tests and questionnaires to measure students' literacy improvement and user responses. The expert validation results showed that the developed Canva media achieved an average score of 94.53, categorized as very good in terms of content, design, and usability. Field test results revealed a significant improvement in students' literacy performance, as shown by the t-test, with a mean difference of 11.74 between pretest and posttest scores. These findings indicate that Canva-based learning media can effectively improve students' language literacy skills. Therefore, this media can serve as an innovative and practical alternative for teachers in enhancing language learning experiences in junior high schools.

Keywords: Learning Media; Canva Application; Language Literacy

INTRODUCTION

Language literacy plays a vital role in shaping students' intellectual and personal development, especially at the junior high school level. It serves not only as a foundation for academic achievement but also as a tool for students to communicate ideas, analyze information, and express creativity in both oral and written forms. Literacy encompasses the ability to understand, interpret, and produce meaning through language. Therefore, strengthening students' literacy competence is one of the main goals of modern education. However, despite the emphasis on literacy in

the national curriculum, many students still face challenges in developing adequate language literacy skills, particularly in understanding texts and expressing ideas effectively.

Based on initial observations at SMPN 2 Bilah Barat, the language literacy level of Grade VII students remains below the expected standard. Many students struggle to grasp the meaning of texts, identify main ideas, or relate them to real-life contexts. When asked to compose texts, they often produce incomplete ideas, lack logical structure, and show limited vocabulary range. In classroom discussions, students tend to rely on the teacher's explanation rather than constructing meaning independently. This low literacy performance reflects a larger issue in language education, where students are not yet trained to think critically and creatively through reading and writing activities.

Several contributing factors have been identified. First, the teaching methods used by many teachers are still dominated by traditional and teacher-centered approaches. Teachers tend to rely heavily on textbooks or lecture-based explanations without using innovative or interactive media. As a result, the learning atmosphere becomes monotonous and less engaging. Second, students' motivation to read and write is low. Many view literacy activities as difficult or boring tasks because they do not experience the relevance or enjoyment of the process. Third, the availability of engaging learning resources is limited. While digital devices are widely accessible, their potential for learning is not fully optimized in the classroom. These conditions indicate the urgent need for learning innovation that aligns with students' interests and habits in the digital era.

In today's technology-driven environment, students at SMPN 2 Bilah Barat are highly familiar with digital tools such as smartphones, tablets, and laptops. They frequently use these devices for communication, entertainment, and sometimes learning. This digital familiarity provides an opportunity for teachers to design learning that connects with students' daily experiences. According to Susanti (2023), when teachers integrate digital tools that students already use, such as design or multimedia platforms, learning becomes more contextual and meaningful. Therefore, the integration of digital media into language learning can be an effective strategy to enhance engagement and improve literacy outcomes.

One promising digital tool that can be adapted for educational purposes is Canva, a graphic design platform that allows users to create visual content such as posters, infographics, and presentations easily and attractively. Canva offers a wide range of templates, images, and icons that can be used to design learning materials or student projects. Its user-friendly interface allows students to explore creativity while developing essential skills in organizing information visually. More importantly, Canva promotes a visual literacy approach, helping students understand how meaning is constructed through both text and visuals.

Several studies support the effectiveness of Canva-based learning media in improving students' learning outcomes. Widodo and Kurniawan (2021) found that integrating Canva into classroom projects enhanced students' motivation and participation, especially in activities requiring visualization of abstract concepts. Their study concluded that Canva's combination of text and visuals fosters deeper comprehension and long-term retention of information. Similarly, Fadhilah (2022) reported that using Canva in language lessons encouraged students to express their ideas more creatively through visual projects, such as designing posters that summarized text themes. This approach not only improved students' understanding of the material but also developed their writing and presentation skills.

More recent research has also confirmed the relevance of Canva in literacy learning. Sari and Pratama (2023) demonstrated that Canva-based learning media could improve students' critical thinking and writing skills by allowing them to visualize abstract linguistic concepts. Their findings indicated that digital media with visual elements can make language learning more interactive and accessible for students who are digital natives. In a similar study, Aini (2024) showed that the use of Canva in Bahasa Indonesia lessons increased students' reading comprehension and vocabulary mastery by 28% compared to traditional teaching methods. Meanwhile, Nasution (2025) emphasized that visual-based learning using Canva encourages student collaboration and autonomy in completing creative projects, aligning with the principles of the Merdeka Curriculum.

These studies clearly indicate that Canva has the potential to transform language learning by making it more student-centered, interactive, and creative. For literacy education, in particular, Canva can bridge the gap between traditional text-based approaches and modern visual communication. By designing activities such as creating posters that summarize texts, developing infographics about grammar or vocabulary, or visualizing the storyline of a narrative, students actively engage in the learning process. They not only practice reading and writing skills but also develop visual and digital literacy—skills that are essential in the 21st-century learning framework.

In the context of SMPN 2 Bilah Barat, using Canva as a learning medium can help address the specific literacy challenges faced by students. The visual nature of Canva allows teachers to present abstract concepts in a more concrete and engaging way, while its design tools encourage students to explore ideas independently. For example, when students design an infographic summarizing a short story, they must first understand the content, identify the main points, and decide how to represent them visually. This process integrates reading comprehension, critical thinking, and writing skills simultaneously.

Furthermore, Canva-based learning supports the principles of project-based learning (PBL), where students take an active role in creating meaningful products that demonstrate their understanding. As Putri (2023) explains, project-based approaches increase student motivation, foster collaboration, and improve literacy

competence because students see the practical outcomes of their work. Canva fits perfectly into this model, providing a platform for students to produce creative literacy projects such as digital posters, story summaries, and visual essays.

Considering these advantages, it becomes essential to develop Canva-based learning media specifically designed to enhance language literacy among Grade VII students at SMPN 2 Bilah Barat. The development process will integrate visual, reading, and writing elements, allowing students to experience literacy in an engaging and multimodal way. By aligning the media design with students' needs and digital habits, teachers can create a learning environment that is both enjoyable and effective.

Therefore, this study aims to develop and evaluate Canva-based learning media that can improve students' language literacy. The study not only focuses on measuring its effectiveness but also seeks to contribute to the broader implementation of digital literacy innovation in schools. It is expected that the results will serve as a reference for educators and policymakers to integrate creative digital platforms into the curriculum, supporting the national agenda of strengthening literacy and digital competence among Indonesian students.

LITERATURE REVIEW

Instructional Media

Learning media is anything that can be used to convey learning messages so that it can stimulate students' attention, interest, thoughts and feelings in learning activities.(Arsyad, 2017). According to(Sadiman, A.S., Rahardjo, R., Haryono, A., 2019), learning media aims to clarify the presentation of messages so that they are not too verbalistic, increase student learning motivation, and enable more active interaction. The development of learning media is carried out to adjust teaching materials to student needs and developments in the era, including the rapid development of digital technology. In this context, the development of digital-based media such as Canva is one of the innovations that can increase the effectiveness and efficiency of learning. In line with the opinion(Munir, 2017), digital media is able to enrich students' learning experiences through the presentation of visual, interactive, and adaptive materials to students' individual needs.

Canva Media in Learning

Canva is an online graphic design platform that provides various features for creating visual materials such as posters, infographics, presentations, and short videos. According to(Widodo, HP, & Kurniawan, 2021), the use of Canva in education provides an opportunity for teachers and students to produce learning materials that are more interesting, easy to understand, and increase visual appeal. In language learning, Canva can be used to design various literacy products such as story summaries in the form of infographics, inspirational quote posters, or text

visualization projects. Research (Fadhilah, 2022) shows that the use of Canva in learning can increase student creativity, enrich visual literacy skills, and make it easier for students to understand complex material with simple and interesting presentation.

Canva media has great potential to improve students' language literacy. The visual presentation of materials helps students understand texts better, connect new concepts to their experiences, and encourage active engagement in literacy activities. (Yulianda, Asri, Sari, Nanda, Mei, Nasution, Aini, Yuannisah, Hidayah, 2022) found that students who learned using Canva media showed significant improvements in reading comprehension and creative writing skills compared to students who learned using conventional media. Canva also allows students to develop visual literacy which is an important part of modern literacy. By designing posters, infographics, or text-based presentations, students not only learn about the content of the text, but also about how to package information to be communicative and interesting. This strengthens their language literacy as well as their media literacy.

Language Literacy

Language literacy is the ability to understand, use, evaluate, and reflect on various forms of text in order to achieve goals, develop knowledge, and actively participate in society. Language literacy includes listening, speaking, reading, and writing skills, which are interrelated in the language process. According to (Fitriyah, 2020), literacy is not only about reading and writing skills, but also about understanding the meaning of text, thinking critically about information, and expressing ideas in written or oral form effectively. Therefore, in improving students' language literacy, the learning approach must be able to integrate students' cognitive, affective, and creative aspects.

METHOD

Design and Sample

This study employs a Research and Development (R&D) approach aimed at developing and testing the effectiveness of Canva-based learning media to improve language literacy among Grade VII students of SMPN 2 Bilah Barat. The R&D model used in this research is an adaptation of Borg and Gall's (1983) model, which was simplified into several core stages to suit the school context (Sukmadinata, 2017). The research sample consisted of Grade VII students selected through purposive sampling, based on teacher recommendations and class participation levels. The participants included a small trial group of students during the product testing phase and teachers involved in the validation and evaluation of the media. The stages of the development process are summarized as follows:

Table 1. Borg and Gall Research Procedures

No	Stage	Activity	Description
1.	Identification of Potential Problems	Initial Observations and Analysis	Identifying language literacy problems of grade VII students at SMPN2 Bilah Barat.
2.	Data collection	Survey and Interview	Collecting data on student and teacher needs through questionnaires and interviews.
3.	Product Design	Canva Media Creation	Design Canva-based learning media according to the needs that have been analyzed.
4.	Product Validation by Experts	Media and Material Validation	Products are validated by media experts and content experts to assess the appropriateness of content, language, and appearance.
5.	Product Revision	Improvements Based on Feedback	Improve media based on suggestions from validators to improve product quality.
6.	Product Trial	Limited Implementation	The media was tested on small groups of grade VII students to observe effectiveness and user response.

The identification and data collection phases provided insight into students' learning needs and literacy challenges. Product design was based on this analysis and aimed to create interactive, visually engaging, and easy-to-use Canva-based media. Validation was carried out by two experts one specializing in learning media and another in subject content to ensure the product met pedagogical and design standards. Following validation, revisions were made before conducting a limited field trial with Grade VII students.

Instrument and Procedure

The study employed several instruments to gather both qualitative and quantitative data to ensure comprehensive findings. Observation sheets were used to document the teaching and learning process, focusing on students' engagement before and after the implementation of Canva-based media. Needs analysis questionnaires were distributed to both students and teachers to obtain information about existing literacy challenges, students' interest in digital learning media, and their expectations regarding the features of the developed product. Validation sheets were completed by media and material experts to evaluate the product in terms of content relevance, accuracy, language clarity, visual design, and usability. In addition, pretest and posttest instruments were administered to measure students' improvement in language literacy after using the Canva-based learning media.

Interview guidelines were also used to gather qualitative feedback from teachers and students about the practicality, attractiveness, and overall effectiveness of the developed media.

The research procedure began with identifying students' language literacy problems through classroom observations and teacher interviews. Data obtained from questionnaires were analyzed to determine which aspects of literacy required improvement and what type of media could effectively address these needs. Based on the analysis results, Canva-based learning media were developed with a focus on enhancing reading comprehension and writing skills through visually appealing and interactive content.

After the media development phase, expert validation was conducted. Both material and media experts assessed the feasibility of the product, providing constructive feedback to improve its quality. Following revision, the validated Canva media were tested on a small group of Grade VII students at SMPN 2 Bilah Barat. During the trial, the researcher observed students' interactions with the media, recorded their engagement levels, and gathered their feedback regarding the learning experience. Pretests and posttests were also administered to assess the extent of improvement in students' language literacy after using the Canva-based materials.

The final stage of the research involved refining the product based on feedback from students, teachers, and validators. Adjustments were made to improve the visual layout, ease of use, and content clarity. After revisions were completed, the final version of the Canva-based learning media was deemed ready for broader implementation and dissemination within the school setting as an innovative tool to enhance students' language literacy.

Data Analysis

Both qualitative and quantitative data analysis techniques were employed to evaluate the effectiveness of the Canva-based learning media. Qualitative data were obtained from observations, interviews, and needs analysis questionnaires and were analyzed descriptively following the procedures proposed by Arikunto (2022). The qualitative analysis process involved three main stages. The first stage, data reduction, focused on selecting and organizing data relevant to the research objectives, particularly those related to students' literacy challenges and their needs for interactive media. The second stage, data display, involved presenting information in a descriptive narrative form to provide an overview of the initial literacy conditions, obstacles encountered during learning, and students' as well as teachers' responses to the developed Canva-based media. The final stage, conclusion drawing, entailed identifying recurring patterns and themes from the collected data to draw meaningful conclusions about students' learning needs, media usability, and overall perceptions of the developed product.

Quantitative data were derived from expert validation scores and from students' pretest and posttest results. The validation data obtained from media and material experts were analyzed using descriptive statistical techniques by calculating the average percentage of each assessment aspect, which included content quality, language accuracy, design appeal, and practicality. To evaluate students' improvement in language literacy, a gain score analysis was conducted by comparing pretest and posttest results. Furthermore, a t-test was performed to determine whether the observed differences in students' literacy performance before and after using the Canva-based learning media were statistically significant. This analysis followed the procedures outlined by Sugiyono (2016), using a significance level of $\alpha = 0.05$.

The integration of both qualitative and quantitative analyses provided a comprehensive and balanced understanding of the developed product's quality and effectiveness. Qualitative analysis offered insights into students' experiences, engagement, and responses toward the learning media, while quantitative analysis validated the improvements in their literacy outcomes through measurable data. Together, these approaches confirmed that the Canva-based learning media were effective in enhancing students' language literacy, fostering engagement, and creating a more interactive and enjoyable learning experience.

RESULT AND DISCUSSION

This study aimed to develop Canva-based learning media to improve the language literacy of Grade VII students at SMPN 2 Bilah Barat. The research process followed a series of development stages, including problem identification, data collection, product design, expert validation, product revision, small-scale testing, and product refinement. The results of each stage are presented below.

Needs Analysis and Problem Identification

Based on observations and interviews with Indonesian language teachers, it was found that students' language literacy skills were still relatively low. Many students faced difficulties in understanding reading texts, identifying main ideas, and writing coherent paragraphs. In addition, the use of monotonous and teacher-centered methods contributed to students' lack of interest in literacy activities. Teachers noted that lessons often relied solely on textbooks and lectures, which reduced student engagement. Therefore, innovative and interactive learning media were needed to increase motivation and strengthen literacy skills.

Table 1. Interview Results

No	Statement	Answer
1.	What is the literacy (reading and writing) level of students in your class?	Enough

2.	Are students enthusiastic when participating in text reading activities in class?	Lack of Enthusiasm
3.	What is the level of students' ability in understanding the main ideas and content of the text?	Not enough
4.	What method do you use most often in learning Indonesian?	Lecture
5.	How often do you use digital-based learning media?	Seldom
6.	In your opinion, can visual learning media help improve student literacy?	Very helpful
7.	Do you know or have you ever used Canva in learning?	Never
8.	How much do you need digital-based creative learning media like Canva?	Urgently require
9.	What kind of learning media do you think can attract students' interest?	Visual Media
10.	What are your expectations for the learning media that is developed?	Help students understand text faster and make learning more interesting.

The interview data show that teachers recognized students' lack of enthusiasm and limited reading comprehension skills. They also expressed the need for visual and digital-based media that could help students understand texts more easily and make learning more engaging. To complement the interviews, a student needs analysis was conducted to determine the current level of literacy and interest in digital media.

Table 2. Results of Student Needs Analysis

Aspect	Total Score	Percentage (%)	Category
Reading Ability	69	69%	Good
Writing Skills	63	63%	Enough
Reading Interest	67	67%	Enough
Enthusiasm for Visual Media	91	91%	Very good
Understanding Text Structure	59	59%	Enough

The results indicate that while students' overall literacy was in the "Good" category, their writing skills and ability to understand text structure remained limited.

Notably, students showed a high enthusiasm for visual media (91%), suggesting that the development of Canva-based learning media has strong potential to attract and sustain their interest in learning.

Validation Results

The Canva-based learning media was evaluated by two validators—one material expert and one media expert. The assessment covered five key aspects: content eligibility, language quality, presentation, visual design, and the effective use of Canva features.

Table 3. Product Validation Results

ASPECT	INDICATOR	AVERAGE	CATEGORY
Content Eligibility			
1.	Suitability of content to literacy learning objectives	100	Very good
2.	The truth of the material presented	75	Good
3.	Integration of materials with student needs	87.5	Very good
Linguistics			
4.	The language used is communicative and easy to understand.	87.5	Very good
5.	Clear and effective sentence structure	100	Very good
6.	Terms according to the student's development level	100	Very good
Presentation Eligibility			
7.	Systematic and logical presentation of material	87.5	Very good
8.	There are variations in presentation to avoid boredom	87.5	Very good
9.	Instructions or directions for using the media are clear	100	Very good
Display/Visual Eligibility			
10.	Attractive design and suitable for junior high school students	87.5	Very good
11.	The layout is neat, consistent and aesthetic	100	Very good
12.	The use of colors and fonts supports readability	100	Very good
Special Aspect: Utilization of Canva Media			
13.	Design creativity in using Canva features (templates, icons, animations)	100	Very good
14.	Ease of navigation of Canva's media interface	100	Very good

15.	Integration of visual elements (images, text, illustrations) that support literacy learning	100	Very good
16.	The appeal of media in increasing student learning motivation	100	Very good
		94.53125	Very good

The validation results showed an overall average score of 94.53%, categorized as Very Good. Based on validators' suggestions, several revisions were made, including simplifying technical terms, adjusting font sizes for readability, and refining navigation icons to make the media more user-friendly. The language in the learning materials was also revised to better align with students' developmental levels.

Product Trial

The product trial involved 25 Grade VII students of SMPN 2 Bilah Barat. The purpose was to evaluate the practicality, attractiveness, and effectiveness of the Canva-based learning media.

Table 4. Product Trial Results

Aspect	Total Score	Average (Total ÷ 25)	Category
Appearance Attractiveness	95	3.80	Very good
Ease of Use	93	3.72	Very good
Clarity of Material	90	3.60	Good
Suitability of Learning Objectives	96	3.84	Very good
Increasing Interest in Learning	94	3.76	Very good
Student Engagement	92	3.68	Good

The trial results demonstrated that the Canva-based media was well-received by students. The appearance attractiveness scored an average of 3.80 (very good), showing that students found the design appealing. The ease-of-use aspect scored 3.72 (very good), indicating that students could navigate the media comfortably. The clarity of material received a slightly lower score of 3.60 (good), suggesting room for improvement in content explanation. Both the suitability of learning objectives (3.84) and increased interest in learning (3.76) were in the very good category, confirming that Canva-based media enhanced motivation and engagement. The overall mean score of 3.73 (very good) indicated that the media was effective in supporting students' language literacy development.

Pretest and Posttest Results

The pretest and posttest results were used to measure the improvement in students' language literacy after using the Canva-based learning media.

Table 5. Pretest and Posttest Results

No	Group	Average value	Difference
1.	Before (Pretest)	74.51	11.74
2.	After (Posttest)	86.25	

As shown in the table, the average pretest score was 74.51, categorized as Quite Good, while the average posttest score increased to 86.25, categorized as Very Good. The difference of 11.74 points between pretest and posttest scores indicates a significant improvement in students' language literacy after using Canva-based learning media. These results confirm that the development of Canva-based learning media effectively enhanced the literacy skills, motivation, and engagement of Grade VII students at SMPN 2 Bilah Barat.

The purpose of this study was to develop and test Canva-based learning media to improve the language literacy skills of Grade VII students at SMPN 2 Bilah Barat. The findings demonstrated that this media not only met expert validation standards but also effectively enhanced students' motivation, engagement, and literacy outcomes. These results support the growing evidence that digital learning tools, when properly designed and integrated, can create a more engaging and meaningful learning environment for students.

The needs analysis and initial observations confirmed that students' literacy levels were still below the expected standards. This aligns with Rahmawati and Dewi (2023), who found that many junior high school students in Indonesia struggle to comprehend reading texts and organize their writing due to conventional and text-heavy learning methods. Teachers at SMPN 2 Bilah Barat also noted that their classroom instruction relied heavily on textbooks and lectures, which limited interaction and creativity. In this context, the introduction of Canva-based media directly addressed these challenges by providing visually rich, interactive, and student-centered learning materials.

The validation process carried out by experts showed that the Canva-based learning media met the "Very Good" category in almost all aspects, with an average score of 94.53%. This indicates that the developed media was feasible in terms of both content and design. The validation results are consistent with Sari and Pratama (2023), who emphasized that the success of digital learning media depends on the alignment between pedagogical goals, design quality, and user accessibility. Similarly, Widodo and Kurniawan (2021) reported that Canva-based media encourages creativity and increases students' motivation due to its user-friendly features and visually appealing interface. These studies reinforce the current finding that Canva can be a highly effective platform for literacy-based instruction when designed systematically.

During the product trial, students responded positively to the Canva-based learning media. The mean score of 3.73 (Very Good) across various assessment aspects reflected their satisfaction with the media's appearance, ease of use, and relevance to learning objectives. This positive response indicates that students were more engaged in literacy activities when the lessons involved interactive visual media. According to Fadhillah (2022), integrating Canva in classroom activities encourages students to actively participate in knowledge construction by allowing them to create visual projects that reflect their understanding of texts. The results of this study are in line with that claim, showing that students were not only passive recipients of information but active learners involved in the creation process.

The pretest and posttest results further confirmed the effectiveness of the Canva-based media in improving students' literacy performance. The average posttest score increased from 74.51 to 86.25, with a gain of 11.74 points, indicating a significant improvement in comprehension, vocabulary use, and writing ability. This improvement supports Sugiyono's (2016) principle that learning outcomes increase when instructional materials are relevant, visually stimulating, and directly engage students in active learning. Similar findings were also reported by Aini (2024), who observed a 28% improvement in reading comprehension and vocabulary mastery when Canva was used in Bahasa Indonesia classes. The current study extends this evidence by confirming Canva's potential to enhance both reading and writing components of literacy among junior high school learners.

The findings also show that students' enthusiasm for visual media (91%) played a key role in improving their learning outcomes. This supports Mulyani and Rachman (2023), who argued that visual learning tools help bridge abstract linguistic concepts and concrete understanding, allowing students to visualize textual information effectively. By combining text, color, and imagery, Canva facilitated multimodal learning experiences that encouraged students to think critically and express their ideas more creatively. These multimodal experiences align with the multiliteracies framework (Cope & Kalantzis, 2020), which emphasizes that literacy learning in the digital age must integrate multiple forms of representation—visual, textual, and digital—to meet learners' diverse needs.

In addition to cognitive improvements, this study found that Canva-based media positively affected students' attitudes toward learning. Students reported feeling more motivated and less anxious when completing literacy-related tasks. This finding is supported by Nasution (2025), who noted that interactive digital media foster a positive emotional climate that encourages students to explore and learn independently. The use of familiar platforms such as Canva also reduces students' technological barriers, allowing them to focus more on content and creativity rather than the mechanics of using the tool.

From a pedagogical perspective, the use of Canva media aligns with the constructivist learning theory, which posits that students learn best when they actively construct knowledge through meaningful experiences (Vygotsky, 1978).

In this study, Canva served as a platform for active knowledge construction, where students combined text and visuals to interpret and produce meaning. The project-based nature of the activities also reflects principles of Project-Based Learning (PBL), as described by Putri (2023), who found that visual-based projects improve student collaboration, creativity, and literacy achievement. Canva's design features made it easy for students to engage in PBL tasks, such as creating posters or infographics, thereby supporting the development of both language and higher-order thinking skills.

The study's findings also have practical implications for teachers. First, Canva-based media can serve as a complementary tool to textbooks, making lessons more dynamic and appealing. Teachers can design materials such as digital posters, story maps, or grammar infographics to support diverse literacy activities. Second, Canva encourages teachers to adopt a student-centered approach by allowing learners to co-create materials. This shift from passive learning to participatory engagement fosters a deeper sense of ownership and autonomy among students, consistent with the goals of the Merdeka Curriculum, which emphasizes creativity, collaboration, and digital competence.

Despite the positive results, several areas still require improvement. The clarity of some instructional materials, rated as "Good" rather than "Very Good," indicates that additional revisions are needed to simplify explanations and provide more structured guidance. Furthermore, the limited sample size of 25 students suggests the need for broader trials to validate the media's effectiveness across different schools and student populations. Future research could also explore the integration of Canva-based learning with other digital platforms or combine it with gamified literacy activities to further enhance engagement.

The study demonstrates that Canva-based learning media is an effective innovation for improving students' language literacy. By combining visual design, interactive features, and content relevance, the developed media successfully addressed the literacy challenges faced by students at SMPN 2 Bilah Barat. These results contribute to the growing body of research emphasizing the role of digital tools in promoting literacy and offer a practical model for teachers seeking to integrate creative technology into language education.

CONCLUSION

This study aimed to develop Canva-based learning media to improve the language literacy of Grade VII students at SMPN 2 Bilah Barat. The research followed several stages, including identifying students' literacy problems, designing and creating Canva media, revising the product, and testing it in the classroom. The results showed that the media successfully increased students' interest and performance in literacy activities. Students became more engaged in reading and writing when lessons were supported by Canva. The visual design, interactive layout, and clear instructions made the learning process more enjoyable and easier

to follow. The comparison of pretest and posttest results showed an improvement of 11.74 points, indicating that Canva-based learning had a positive impact on students' ability to understand texts and express ideas in writing. The use of Canva in literacy learning also helped create a more active classroom atmosphere. Students participated more confidently and collaborated better during activities. The combination of text, images, and color helped them process information meaningfully and creatively. Canva-based learning media can be used as an effective and interesting alternative for developing students' language literacy. It makes learning more interactive, supports creative expression, and helps students understand material more deeply. Therefore, teachers are encouraged to use Canva as part of classroom learning to improve literacy outcomes and build students' motivation in studying language.

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