



The Use of Canva as Learning Medium of MPU12012 Entrepreneurship

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Abstract

Canva is an online application that provides attractive designs supporting the creativity of its users. This study focuses on identifying the impact of Canva as a learning medium to enhance and develop students' creativity in the preparation of assignments and learning MPU12012 Entrepreneurship course. The methodology of this study is in the form of mixed mode, which is a qualitative and quantitative (descriptive) approach. The research instruments, namely pre-test and post-test questionnaires were used to identify the level of knowledge of the respondents after the implementation as well as observation of the use of Canva application. The respondents of the study consisted of 17 Electrical Technology Certificate students who attended the MPU12012 Entrepreneurship course for session II 2021/2022 at Beaufort Community College. The overall mean score analysis for the post-test data findings is high with a mean value of 4.19 and a standard deviation of .397. The results of observations and structured interviews on the impact of the use of Canva as a medium of teaching and learning has a very good level of implementation. The average observation data of the entire research was 90.2 percent. Thus, Canva application has a very good impact as a teaching medium as it facilitates understanding and enhances the ability to master learning in TnL sessions.

Keywords: Canva, entrepreneurship, learning medium, community college

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1. Introduction

Mass changes in the education field especially technology use is one of the Covid-19 pandemic consequences. Educational institutions enforce technology use to facilitate learning in school or university. Technology can be a learning medium, methods and learning sources to students. Suitable learning medium is needed for the learning process. Attractive learning media should be used by lecturers or teachers in order to intrigue students' curiosity in achieving learning outcomes. The development of science and technology encourages changes in human life to suit with current scenario.

Therefore, the advancement in information technology and communication is closely related to science development in education sector.

Teaching and learning process has to be carried out virtually during the execution of Movement Control Order (MCO). Traditional learning (face-to-face) could not be carried out for a period of time for the purpose of social restriction as imposed by the government to restrain the transmission of Covid-19. Educators, with all their means, attempted to carry out teaching and learning activities as planned. Hence, lecturers or teachers are obliged to utilize information technology as learning medium (Dwi Hartatik, 2021). As a result, online teaching that involves technology

advances is convenient for both educators and students in delivering as well as obtaining learning materials.

Both educators and students are facing multiple issues and challenges throughout the implementation of online teaching. According to Ayusi (2021; Wong & Jamaludin, 2021), there are several constraints faced by lecturers during online teaching and learning sessions which are lack of focus, uncondusive and internet limited quota. Moreover, students are said to face lack of motivation issues in which affecting learning outcomes. (Cahyani, 2020; Resmini et al. 2021). Certainly, this situation affected the quality of learning as teacher and students are used to direct interactions in classroom. According to Resmini et al. (2021), Covid-19 pandemic led to a situation where virtual learning and interactions are limited. Again, educators are obliged to prepare good teachings, provide conducive learning environment and use engaging learning medium creatively and innovatively. Thus, students able to understand learning materials and learning outcomes can be achieved.

Learning medium is crucial component in achieving learning outcomes. Collaborative educators and students resulting in effective and fun learning (Boholano, 2017; Junaedi, 2021). Learning medium that is appropriate and suitable with the learning objectives will generate students' creativity in understanding the content of learning materials. Canva application is an online design program that provides various tools for presentation, resume, poster, brosure, graphics, infographics, banner and many more. Tools and design provided in Canva deliver positive impacts for the educators in preparing attractive learning medium. Other than that, Canva can be download for free from Apple Store for IOS users or Playstore for Android users that can be used in mobile phone, tablets and computers. Tanjung and Faiza (2019) stated that Canva has diverse, interesting design that could enhance educators' and students' creativity aside from being practical and time-saving.

1.1 Problem statement

To achieve learning outcomes, educators need to be more creative in preparing learning medium or learning materials that could engage students. Learning process could not be executed successfully without learning materials. Learning medium is one of the determining factors in having a successful teaching and learning process. Preparation of engaging teaching materials is required to motivate students in teaching and learning activity.

Respectively, Canva application is chosen as the medium to help lecturers in providing attractive presentation designs for teaching materials of MPU12012 Entrepreneurship. Syllabus of MPU12012 Entrepreneurship is developed to provide basic exposure on entrepreneurship to students. Knowledge and skills acquired able to aid students to venture in entrepreneurship once they finished their studies in the certificate level at community college.

During teaching and learning activity of MPU12012 Entrepreneurship, lecturer has given exposure to students in using Canva as teaching materials. Lecturer has been using Canva as main medium in preparing Business Model Canvas (BMC), lecture, promotional poster, creating Facebook Page and Instagram for offline and online simulation other than preparing lecture presentation slides. Therefore, hands-on course has been given to students at the beginning of the lecture as a measure to ensure they would be able to understand and use Canva. Hence this study aims to describe the impact of using Canva as learning medium to elevate and expand students' creativity in preparing task and learning MPU12012 Entrepreneurship.

2. Literature Review

Lecturer or teacher takes the role of a facilitator in teaching and learning. They should be competent in developing teaching and learning materials in raising students' learning motivation and in understanding a lesson. Effective and entertaining lesson is about collaborative and student-centered activity. Accordingly, medium that is based on learning outcome will give good perception towards students because it is pleasant and convenient (Rahmatullah, Inanna & Ampa, 2020). Consequently, lecturer utilized Canva application as learning medium for MPU12012 Entrepreneurship alongside Industry Revolution 4.0 (IR 4.0) and the development of information technology.

According to Junaedi (2021), 85.71% students agreed that Canva application is helpful and provided interesting writing work in English Language Communication and Information Technology subject at Universities 17 August 1945, Semarang. Students too are said to have interest towards teaching and learning materials that was prepared using Canva application. In addition, Mila et al. (2021) stated that the use of Canva as audio-based learning medium gives positive impact to students of Economy Education of University Negeri Makassar. Based on students' assessment response, the effectiveness of the use of Canva application in learning is good with 73.8%. The selection of Canva application can be viewed as suitable because its interactive and attractive content as teaching material.

Furthermore, Tiawan et al. (2020) found that Canva application provides value-added in the aspect of graphic design as one of learning medium towards secondary school students. A total of 42 respondents from SMKN 1 Mount Putri Bogor, Indonesia expressed that Canva allows them to make their homework more attractive. This is aligned with findings of Siswanjaya (2021) that explains the use of Canva in upraising motivation and skills in writing for 30 respondents in their students' project. Students' project involving content writing, language, satisfactory vocabulary with interesting design that was digitally developed using Canva has shown 63% increment.

3. Metodology

This study was conducted using a mixed mode design which comprises qualitative and quantitative (descriptive) approaches. The qualitative approach involved observations and structured interviews of 17 Electrical Technology Certificate (SKE 2A) students who enrolled in the MPU12012 Entrepreneurship course for session II 2021/2022. This qualitative approach adapted the level of study's implementation based on the model of Kemmis and Mc Taggart (2008; Siswanjaya, 2021). Kemmis and Mc Taggart's (2008) model includes four (4) levels, namely planning, action, observation and reflection. The researcher cum course lecturer carried out the observations of this study during the teaching and learning session of MPU12012. The instruments employed in quantitative approach are pre-test and post-test questionnaires which aim to identify the level of respondents' knowledge after the implementation and to serve as an observation of the use of Canva application.

Figure 1 shows the steps of the qualitative approach carried out in this research.

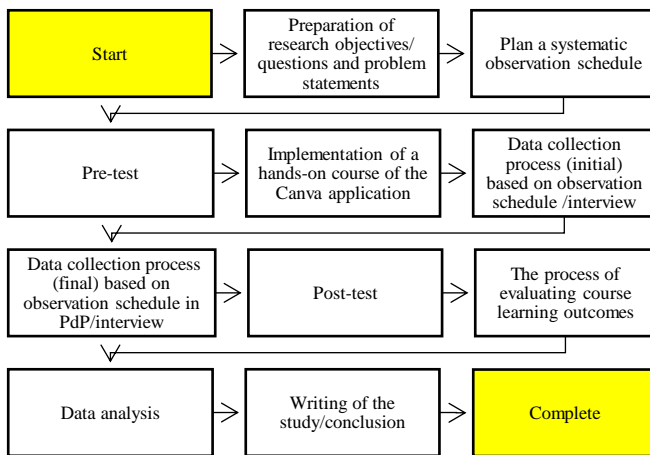


Figure 1. Flowchart of research implementation

The researcher conducted observations and structured interviews with students starting in the third week until the 10th week (23 March-18 May 2022) of the teaching and learning sessions of MPU12012 course. The learning topics involved in the observation of this study are:

- i. Topic 2: Generating Business Ideas
- ii. Topic 3: Marketing Mix
- iii. Topic 4: Marketing in Social Media for Entrepreneurs

Data collection procedures and techniques were carried out by making observations in face -to -face learning sessions. Table 1 shows the level of observation and implementation of the study that was conducted.

Table 1. Level of observation and implementation indicators for the use of Canva

No.	Level of implementation of the study	Implementation Indicators
1.	Planning	<ul style="list-style-type: none"> • Description of course outcomes (HPK) • Interviewing students/respondents • Pre-test on the use of Canva
2.	Implementation	<ul style="list-style-type: none"> • Implementation of Canva hands-on courses • Canva usage application • Preparation of posters, flyers, Facebook Page front page • Preparation of offline and online simulation worksheets • Teaching and learning methods • Monitor the progress of projects/assignments
3.	Observation	<ul style="list-style-type: none"> • Teaching and learning process • Corrections/comments from lecturers
4.	Reflection	<ul style="list-style-type: none"> • Evaluation of the produced design • Post-test on the use of Canva • Analyze pre-test and post-test data • Suggestions based on students' opinions before and after the observation • Scoring • Determine the success of implementation

2.1 Pilot Study

A set of questionnaires for pre-test and post-test were distributed to the respondents at the planning stage to find out the level of knowledge and application of the Canva application. Next, the same set of questionnaires was redistributed to the respondents to identify their level of knowledge after the implementation and observations were conducted in this study. A pilot study was conducted by the researcher to obtain the reliability value of the instrument and the validity of the pre-test and post-test questionnaires. This instrument has 10 question items that measure three (3) constructs namely visual, content (content) and quality of Canva application as a learning media for MPU12012 Entrepreneurship course.

The instrument uses a 5 -point Likert scale to obtain the degree of respondents' agreement, namely:

- i. Strongly disagree (1)
- ii. Disagree (2)
- iii. Not sure (3)
- iv. Agree (4)
- v. Strongly agree (5)

A total of 30 respondents with similar characteristics to the actual respondents followed this pilot study. This number of 30 respondents is sufficient for a study in the social sciences field (Creswell, 2009; Marohaini, 2013; Othman & Kassim; 2018). Table 2 shows results of the pilot study that was conducted.

Table 2. Values of reliability coefficients of the questionnaire items

Aspect	Item statement	(α)	Interpretation
B1	Visual Animations provided are interesting	.93	Very high
B2	Visual Illustrations provided are interesting	.89	High
B3	Visual Provides a wide variety of attractive presentation templates	.87	High
B4	Visual Attractive combination of colors and graphics	.94	Very high
B5	Content Canva is easy to use	.90	Very high
B6	Content Appropriate to course learning outcomes and learning objectives	.81	High
B7	Content Appropriately designed for the needs of tasks/projects	.91	Very high
B8	Quality Students can easily understand the concept of Canva learning	.83	High
B9	Quality Can save time in designing	.91	Very high
B10	Quality Can be used at any time	.81	High

Based on the findings in Table 2, all pre-test and post-test questionnaire items have high reliability and can be used to obtain actual study data because the acceptable Cronbach's Alpha value score is between $\alpha = .71-.99$ (Bond & Fox; 2015).

Pre-test and post-test data were analyzed using Statistical Package for the Social Sciences (SPSS) software. Pre-test and post-test mean scores was referred to the interpretation of Nunnally's mean score (2011; Mohammad and Mohd, 2021).

Table 3. Interpretation of mean scores

Mean	Interpretation
1.00 – 2.00	Low
2.01 – 3.00	Medium low
3.01 – 4.00	Medium high
4.01 – 5.00	High

4. Findings and Discussion

Table 4 shows the findings of the pre-test and post-test mean scores that were conducted at the beginning of the observation and before the implementation of the Canva application hands-on course.

Based on Table 4, the overall findings of the post-test mean score were high with a mean value of 4.19 and a standard deviation of .397. This indicates an increase because the pre-test mean score is moderately low with mean = 2.63 and standard deviation of .238. These data findings are in line with Riono and Fauzi (2022) who stated that the use of Canva application as a learning medium in Islamic Religious Education in primary schools in Central

Java, Indonesia has a positive impact with an increase of 75-78 percent teaching and learning objectives achievement. Canva-based learning media is able to develop students' creativity in completing a given project or assignment.

Table 4. Use of Canva application (N = 17)

Item	Pre-test score frequency (%)					Post-test score frequency (%)				
	SA (5)	A (4)	NS (3)	D (2)	SD (1)	SA (5)	A (4)	NS (3)	D (2)	SD (1)
B1	-	-	82.4	17.6	-	47.1	47.1	5.9	-	-
B2	-	-	76.5	23.5	-	64.7	29.4	5.9	-	-
B3	-	-	100.	-	-	35.3	35.3	29.4	-	-
			0							
B4	-	-	70.6	29.4	-	-	88.2	11.8	-	-
B5	-	-	64.7	35.3	-	35.3	58.8	5.9	-	-
B6	-	-	70.6	11.8	17.6	29.4	64.7	5.9	-	-
B7	-	-	64.7	35.3	-	29.4	58.8	11.8	-	-
B8	-	-	70.6	29.4	-	52.9	41.2	5.9	-	-
B9	-	-	70.6	11.8	17.6	35.3	52.9	11.8	-	-
B10	-	-	47.1	23.5	29.4	41.2	52.9	5.9	-	-
	Mean score				2.63	4.19				
	Standard deviation				.238	.397				
	Interpretation of mean score				Medium low	High				

4.1 Observation Results

Table 5 shows the results of observations and structured interviews that were conducted from the third week to the 10th week (23 March-18 May 2022) for the teaching and learning sessions of the MPU12012 Entrepreneurship course. The researcher conducted face-to-face interviews with students during lectures according to the research planning period. A documentation checklist and field notes were prepared to record the observations on respondents as well as their interview answers.

Table 5. Observation data on the use of Canva application (N = 17)

Level of observation	Implementation	(%)	Level of implementation	
Planning	a. Description of course learning outcomes (HPK)	100.0	Very good	
	b. Preparation of learning media	94.1	Very good	
	Implementation	a. Implementation of Canva hands-on course	92.2	Very good
		b. Preparation of posters, flyers, Facebook Page cover, offline and online simulation worksheets	82.4	Very good
Assessment	c. Teaching and learning methods	92.2	Very good	
	d. Monitor the progress of projects/assignments	84.3	Very good	
	a. Corrections/comments from the lecturer	86.3	Very good	
	b. Evaluation of the design that has been produced	92.2	Very good	
Overall Percentage (%)		90.2		

Based on the findings in Table 5, the results of observations on the impact of the use of Canva application as a medium of teaching and learning in MPU12012 Entrepreneurship has a very good level of implementation. The average observation data of the entire research was 90.2 percent. This observation data is in line with Siswanja's (2021) study of 30 students at SMPN 1 Terbanggi Besar Lampung, Indonesia which reviewed the effectiveness of Canva application as an English teaching medium. The analysis of the study portrayed that the use of Canva in teaching and learning increased students' English writing assessment scores based on prescribed rubrics by 80.7 percent. Therefore, the use of Canva application as an MPU12012 Entrepreneurship course teaching and learning media is very effective and in fact enhances the creativity of students.

In addition, the selection of Canva as an instructional media is in line with the course learning outcomes because an appropriate instructional media design will increase students' motivation and comfort in learning activities (Mila et al, 2021).

5. Conclusions

Based on the results of the study, it can be concluded that the Canva application-based learning media is very suitable to be used in MPU12012 Entrepreneurship course learning. Students can understand the material well if the learning media used is interesting and interactive. Canva application is a multimedia tool that combines the human senses to facilitate the achievement of students' competencies and understanding. One of the factors that determines the success of a learning process is how the teaching media used is interesting enough to grab students' attention to focus during a teaching and learning process. To use Canva application in designing learning media is very suitable. This is because there are various facilities, templates and designs that are effective in helping to prepare the requirements of reports, assignments, projects and simulations in the MPU12012 Entrepreneurship course.

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