

Canva website for interactive economics learning: a qualitative study of students' perceptions

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ABSTRACT

Purpose: to analyze students' perceptions of the canva website as an interactive multimedia learning platform in economics learning.

Method: this study employed a descriptive qualitative approach involving 78 eleventh-grade students, with 12 purposively selected for interviews and 1 economics teacher as a supporting informant. Data were collected through observations, semi-structured interviews, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña.

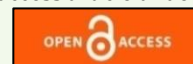
Findings: students perceived the canva website positively due to its ease of use, appealing visual design, enhanced engagement, improved conceptual understanding, increased motivation, flexible accessibility, and meaningful learning experiences, highlighting its potential to support interactive economics learning.

Implications: the potential of the canva website to facilitate interactive and meaningful learning, and to provide practical guidance for integrating digital media into economics education.

Originality: lies in its qualitative exploration of students' perceptions of the canva website as an interactive multimedia learning platform in secondary economics education, providing insights beyond the effectiveness-focused findings of previous studies.



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Introduction

The digital transformation of the 21st century has fundamentally changed the educational paradigm in various countries. The integration of information and communication technology is no longer seen as a complement to the learning process, but has become a key component in creating adaptive, interactive, and learner-centered learning experiences (Bond et al., 2021; Martin et al., 2020). This change aligns with the demands of 21st-century competencies, which emphasize critical thinking, creativity, communication, collaboration, and digital literacy as essential skills for students

(Binkley et al., 2012; Voogt & Roblin, 2012). In this context, teachers are required not only to act as conveyors of information but also as designers of learning experiences that utilize digital technology to create meaningful learning. Therefore, the development of technology-based learning media is an important strategy for improving the quality of learning processes and outcomes (Ilahy et al., 2025; Wulandari & Utama, 2025).

One rapidly developing form of innovation is interactive learning multimedia, which integrates text, images, audio, video, animation, simulations, and interactive activities into a single digital learning environment (Mayer, 2020). Based on the cognitive theory of multimedia learning, presenting information through a combination of verbal and visual cues can optimize information processing in working memory, thereby improving students' conceptual understanding (Mayer, 2024). This principle is reinforced by dual coding theory, which explains that information processed simultaneously through verbal and visual channels is easier to understand and remember than information presented verbally alone (Paivio, 1991). Conversely, poorly designed presentations can potentially increase students' cognitive load, thus hindering the learning process (Sweller, 1988). Various studies have shown that interactive multimedia can improve learning motivation, student engagement, conceptual understanding, critical thinking skills, and learning outcomes in various fields of study (Mayer, 2020; Muir et al., 2022; Purnama et al., 2026; Sailer & Homner, 2020; Yuliyanto et al., 2025).

In the development of educational technology, the canva website has emerged as a widely used platform for developing interactive learning multimedia. Canva offers a range of visual features that enable teachers to integrate text, images, video, audio, animation, hyperlinks, and interactive quizzes into a learning website accessible on various digital devices, without requiring professional design skills (Ilahy et al., 2025). The flexibility of access via smartphones and computers enables the canva website to support web-based and mobile learning that aligns with the characteristics of today's digital generation (Annur et al., 2026; Catahan et al., 2025). In addition to facilitating the presentation of material, this platform has the potential to enhance the learning experience by making it more engaging, independent, and interactive (Abidin et al., 2025; Hakim et al., 2026).

The urgency of using interactive learning media is increasingly evident in economics. This subject requires not only the ability to memorize concepts but also the ability to analyze the cause-and-effect relationships of various economic phenomena in real life (Pavlov et al., 2025). Various topics, such as unemployment, inflation, demand, supply, and economic development, contain abstract concepts that are often difficult to understand when presented solely through lectures or text-based media. Presenting these concepts through visualizations, animations, diagrams, videos, and interactive simulations is believed to help students develop a more concrete and contextual understanding (Annur et al., 2026; Hakim et al., 2026).

This phenomenon was also found in economics learning at MAN 2 Ketapang Plus Keterampilan. Based on initial observations of 78 11th-grade students on unemployment, the learning process was still dominated by lectures, with textbooks, student worksheets, and simple PowerPoint presentations as the main media. This condition led to one-way learning and relatively low student participation. Initial interviews showed that most students preferred digital learning media with attractive visuals, easy access via smartphone, and providing videos, images, animations, and interactive activities. Students also stated that such digital media helped them understand economic concepts more easily and increased their interest in learning. This

phenomenon indicates a real need for more interactive website-based learning media that are suited to the characteristics of students in the digital era (Agustin et al., 2025; Catahan et al., 2025; Hakim et al., 2026).

Changes in student characteristics in the digital era are also supported by various studies indicating that modern students tend to prefer flexible, visual learning accessible anytime via personal digital devices (Sung & Mayer, 2012). Website-based learning provides flexibility in learning without being limited by space and time, allowing students to access materials independently as needed (Arshad et al., 2024; Martin et al., 2020). Furthermore, the use of visual and interactive media has been shown to increase student attention, motivation, and engagement in the learning process (Sailer & Homner, 2020). From the perspective of the technology acceptance model (Davis, 1989) and the unified theory of acceptance and use of technology (Venkatesh et al., 2003), perceived ease of use and perceived usefulness are the main factors influencing student acceptance of learning technology. Therefore, student perception is an important aspect to consider when evaluating the implementation of the canva website as an interactive learning medium.

Several previous studies have reported that Canva can enhance teachers' creativity in developing engaging digital learning media and positively impact learning motivation, student engagement, and conceptual understanding (Annur et al., 2026; Catahan et al., 2025; Purnama et al., 2026; Wulandari & Utama, 2025; Yuliyanto et al., 2025). Research by Hakim et al. (2026) shows that the Canva website receives positive responses from students because it is easy to use and helps them understand abstract concepts. Other studies also report that positive perceptions of Canva contribute to increased acceptance of technology in learning (Hidayatullah et al., 2024; Jamaludin & Sedek, 2024; Utami & Djamdjuri, 2021). However, most previous studies have focused on media development, product validation, effectiveness testing, or quantitative approaches to measuring improvements in learning outcomes. Studies that explore students' in-depth experiences and perceptions of using the canva website through a qualitative approach remain relatively limited, particularly in high school economics. This situation indicates a research gap that needs to be addressed to gain a more comprehensive understanding of how students interpret the use of Canva in the learning process.

This research is novel in three main aspects. First, it examines students' perceptions of using the canva website as an interactive learning medium in economics, with a focus on unemployment. Second, it uses a descriptive qualitative approach to explore students' learning experiences in depth, thus not only measuring the effectiveness of the media but also understanding how students interpret the benefits, conveniences, obstacles, and experiences while using the canva website. Third, this research was conducted in the context of economics learning in Islamic high schools, a relatively rare area of research on the implementation of the canva website.

The purpose of this study is to analyze students' perceptions of using the canva website as interactive learning multimedia for economics on the topic of unemployment at MAN 2 Ketapang Plus Keterampilan. This research is important because students' perceptions are among the main indicators of the success of implementing learning technology and serve as the basis for developing digital media that suit the learning needs of the digital generation (Davis, 1989; Venkatesh et al., 2003). The results of the study are expected to provide theoretical contributions by enriching studies on the acceptance of canva website-based learning technology from the perspective of economic education, as well as providing practical contributions in the form of

recommendations for teachers, media developers, and schools in designing interactive learning multimedia that is more effective, adaptive, and oriented to the needs of students in the era of digital transformation.

Method

This study uses a descriptive qualitative approach to examine, in depth, students' perceptions of using the Canva website as interactive learning media in economics, specifically regarding unemployment. This approach was chosen because the study aims to understand students' meanings, experiences, views, and interpretations regarding the use of learning media in a natural learning context. According to Creswell & Poth (2024), qualitative research is used to explore and understand the meanings given by individuals or groups to social or educational phenomena. Similarly, Merriam & Tisdell (2021) state that qualitative research focuses on understanding participants' experiences based on their perspectives within a specific context. Therefore, this approach is considered appropriate because the research is not oriented towards hypothesis testing but rather towards an in-depth exploration of students' perceptions and learning experiences when using the Canva website as an interactive learning medium.

The research was conducted at MAN 2 Ketapang Plus Keterampilan in Ketapang regency, West Kalimantan, during the even semester of the 2025/2026 academic year. The research location was selected purposively, considering that the school had implemented digital technology-based learning and had the facilities and infrastructure to support the implementation of website-based learning media. The research participants consisted of 78 grade XI students who had participated in economics learning using the canva website. Of these, 12 students were selected as primary informants using a purposive sampling technique based on the criteria of activeness in learning, ability to communicate learning experiences, involvement during media use, and willingness to provide in-depth information. In addition, one economics teacher served as a supporting informant to gain perspective on the implementation of the canva website in learning. The purposive selection of informants was carried out because qualitative research prioritizes participants who can provide rich, in-depth, and relevant information to the research focus (Patton, 2023).

The research focuses on students' perceptions of using the canva website as an interactive learning multimedia tool. These perceptions are examined through several key aspects: ease of media use, visual display quality, student engagement during the learning process, the media's contribution to understanding of the material, the influence of media use on learning motivation, flexibility of access to learning, and students' overall learning experience. These aspects are determined based on the research objectives and supported by a literature review on interactive learning multimedia and technology acceptance in education.

Data collection was conducted using three complementary techniques. First, observations were conducted to collect data on student activities, interactions during the learning process, and student responses while using the canva website. Second, semi-structured interviews were used as the primary technique to explore in-depth student perceptions, experiences, assessments, and responses to using the Canva website. This interview format provided researchers with the flexibility to develop follow-up questions based on informants' responses, resulting in richer, more in-depth data. Third, documentation was conducted to complement and strengthen the research findings by collecting supporting documents, including learning tools, canva website

screenshots, student work results, and photographs of learning activities.

In qualitative research, the researcher acts as the primary instrument responsible for data collection, interpretation, and analysis (Creswell & Poth, 2024). To support this process, several supporting instruments were used, including observation guides, semi-structured interview guides, and documentation sheets. All instruments were structured based on the research focus to guide the data collection process systematically and consistently. Data analysis was conducted interactively using a model developed by Miles et al. (2020). The analysis began with data condensation, the process of selecting, simplifying, grouping, and coding data from observations, interviews, and documentation. Data were then presented as descriptive narratives, matrices, and theme groupings to facilitate the researcher's identification of patterns, relationships between categories, and emerging meanings. The final stage was drawing and verifying conclusions, carried out continuously throughout the research process by comparing data sources until consistent and accountable findings were obtained.

Data validity was maintained through the application of the trustworthiness principle as proposed by Lincoln & Guba (1985). Data credibility was achieved through source triangulation by comparing information from students and teachers, as well as technical triangulation through the simultaneous use of observation, interviews, and documentation. Furthermore, member checking was conducted, which involved reconfirming the interview interpretations with informants to ensure they aligned with their experiences and perspectives. The researchers also provided a detailed contextual description (thick description) of the research location, participant characteristics, and learning process, thereby increasing transferability and strengthening the level of trust in the research results.

Results and discussion

Based on data obtained through observation, semi-structured interviews, and documentation at MAN 2 Ketapang Plus Keterampilan, seven main themes were identified that describe students' perceptions of the use of the canva website as interactive learning multimedia in the economics subject on unemployment. The seven themes include: ease of use of the canva website; the quality of visual appearance and learning design; student involvement in learning; the contribution of the canva website to the understanding of unemployment material; the influence of the canva website on learning motivation; flexibility of learning access; and the overall learning experience. These themes emerged consistently across various data sources, providing an overview of students' experiences with the canva website-based learning media.

Ease of use of the canva website

The first theme that emerged from the research was the ease of use of the canva website. Based on observations, most students were able to use the learning media independently from the beginning of the learning process. After the teacher shared the website link, students could access the main page, select the material menu, open each sub-material, watch learning videos, work through practice questions, and navigate from one page to another without requiring extensive guidance. During the learning process, only a small number of students required additional explanations on how to access certain features, while others were able to follow the media's flow smoothly.

Interview results showed that a simple interface, systematic menu layout, and easy-to-understand navigation influenced ease of use. Students felt that all features were logically structured, so they had no difficulty finding materials or completing learning

activities. Several students expressed the following: "I had no difficulty using canva because the interface is simple and the menus are easy to understand." (P1). "The first time I used the canva website, I could immediately follow along because the buttons were clear and not confusing." (P4). "I think canva is easier to use than some other media I've used in class because all the materials are neatly arranged." (P8).

Documentation data also shows that all menus on the website are arranged sequentially, starting with the opening page, learning competencies, materials, learning videos, practice questions, and the final evaluation. This arrangement makes it easier for students to follow the learning flow without having to search for materials randomly. Overall, observations, interviews, and documentation indicate that students perceive the canva website as a learning tool to is easy to use.

Quality of visual display and learning design

The second theme identified relates to the quality of visual displays and learning design. Observations revealed that students paid greater attention to the material when learning on the canva website. Throughout the activity, students appeared more focused on the screen, observing illustrations, reading infographics, and following the instructional videos for each section of the material. The media display combined various visual elements, including color, icons, illustrations, images, videos, and a structured layout, making the material appear more engaging than previous learning media (Figures 1 and 2).



Figure 1 displays the main page of the learning multimedia



Figure 2 displays the submenu for the material types of unemployment

Interview results showed that students considered visual design to be one of the main advantages of this learning medium. According to them, the combination of colors, images, and videos made the material easier to follow and reduced boredom during learning. Several students expressed the following: *"The material is more interesting because there are images and colors that keep me from getting bored quickly."* (P2). *"The videos and images in canva help me understand examples of unemployment that occur in society."* (P10). Learning documentation shows that each sub-material is presented with a consistent design across color, typography, icons, and information layout. The structured presentation of the material makes it easier for students to follow the learning sequence from one concept to the next.

Student involvement in learning

The third theme relates to student engagement during the learning process. Based on observations, the use of the canva website encouraged a more diverse range of learning activities compared to previous learning. Students not only paid attention to the teacher's explanations but also read the material independently, observed illustrations, watched videos, discussed with their classmates, asked questions to the teacher, and completed the exercises provided on the website. These activities indicate that students were actively involved during the learning process. The teacher also provided opportunities for students to explore the website's content before class discussions, thus making interactions during learning more dynamic. Interview results supported these findings. *"I am more active when learning using canva because there are many activities that can be done."* (P3). *"Usually I only listen to the teacher's explanations, but when using canva, I read and discuss more often."* (P7). *"Learning feels more lively because we can watch videos and do exercises directly."* (P11). Documentation data show an increase in student activity during learning, as evidenced by their involvement in accessing materials, following learning videos, and completing exercises provided on the website.

Canva website's contribution to understanding unemployment material

The fourth theme indicates that students reported greater ease in understanding the material on unemployment after using the canva website. Based on observations, students found it easier to follow explanations regarding the concepts, types, causes, impacts, and efforts to overcome unemployment. During discussions, students were able to provide examples relevant to the material and connect the concepts learned to phenomena occurring in their surroundings. Interview results showed that presenting material as images, videos, infographics, and systematic explanations helped students understand concepts previously considered difficult. Several students expressed the following: *"I found it easier to understand the types of unemployment because there were examples of images and clear explanations."* (P6). *"Material that is usually difficult became easier to understand because there were videos and infographics."* (P9). *"Canva helped me remember the material because the presentation was more interesting and easy to understand."* (P12). Documentation of student work results also showed that most students were able to complete the exercises on the website well after studying all the available material.

The influence of the Canva website on learning motivation

The next theme concerns student motivation to learn. Based on observations, students demonstrated high levels of enthusiasm from the beginning of the lesson to the

closing activities. They appeared more enthusiastic about participating in each stage of the lesson, actively opening the material, watching videos, completing exercises, and participating in class discussions. Interviews indicated that the attractive media displays and varied presentations provided a more enjoyable learning experience than learning using only books or conventional presentations. Several students expressed the following: *"I am more enthusiastic about learning because the media used is not boring."* (P1). *"Learning using canva feels more fun than just reading a book."* (P4). *"I am more interested in learning the material because the display is attractive and easy to understand."* (P8). During observations, teachers also noted that students were more active in providing responses, answering questions, and participating in all learning activities when using the canva website.

Flexibility of learning access

The sixth theme shows that students consider the canva website to provide easy access to learning materials outside of class hours. Based on observations and documentation, students can reopen the website using smartphones or computers without having to install additional applications. This convenience allows students to relearn the material according to their individual needs. Some students admitted to using the website to review material before evaluations or when they hadn't understood parts of the material during class. This is reflected in the following interview results. *"I can reopen the material at home if there are parts I haven't understood."* (P2). *"Canva can be accessed using a cellphone, so it's more practical."* (P5). *"I can review before tests without having to wait for the teacher's explanation."* (P10). The documentation results show that the canva website link remains accessible after the lesson, allowing students to study the material independently at their own pace.

Overall learning experience

The final theme describes students' overall learning experience after using canva. Based on the data analysis, the majority of students gave a positive assessment of this learning media. They considered that the canva website provided a different learning experience compared to previous learning because it combined materials, images, videos, exercises, and easy-to-use navigation into a single integrated medium. Observations showed that the learning atmosphere was more interactive. Students were more active participants, showed interest in the material, and were involved in various learning activities up to the closing activity. Several students expressed the following: *"Learning using canva makes learning more interesting and not boring."* (P3). *"I find it easier to understand the material and am more active during learning."* (P7). *"Canva provides a different learning experience compared to regular learning."* (P11).

Overall, the results from observations, interviews, and documentation indicate that using the canva website provides a positive learning experience for students. Ease of use, quality of visual display, engagement during learning, ease of understanding the material, increased motivation to learn, and flexibility of access are aspects that consistently appear across all data sources. Figure 3 presents a summary of student perceptions of the use of the canva website in economics learning based on the analysis of data obtained through observations, interviews, and documentation. The diagram shows that student perceptions are shaped by seven main interrelated aspects: ease of use, quality of visual display, active engagement in learning, understanding of the material, motivation to learn, flexibility of access, and the overall learning experience. Students assessed the canva website as having a simple, easy-to-use interface, supported

by an engaging presentation of material through a combination of text, images, infographics, and videos. This multimedia presentation encourages students to be more active in the learning process through reading, discussions, asking questions, and participating in various available activities. Furthermore, visually presented economics material is considered easier to understand, helping students grasp abstract concepts..

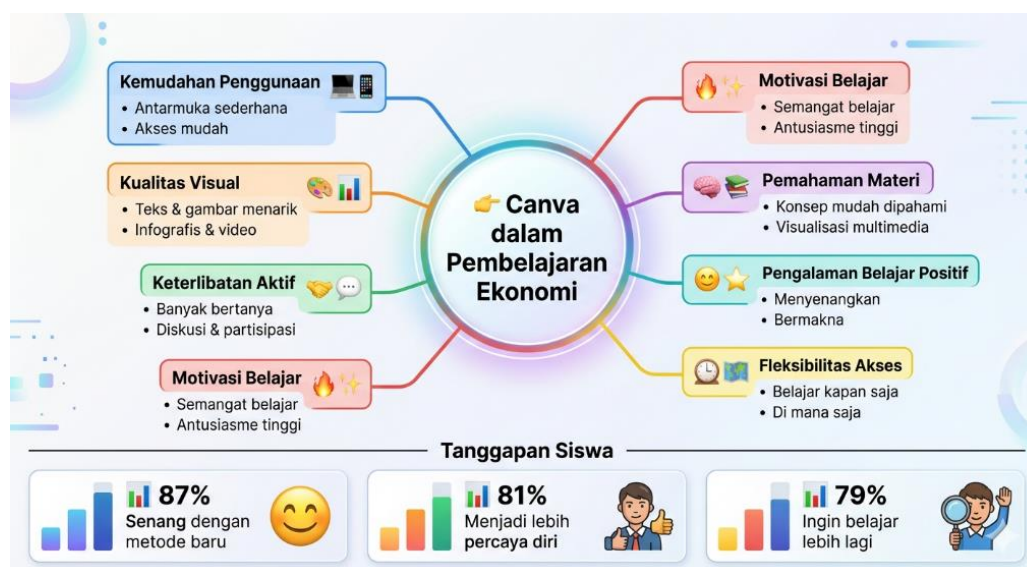


Figure 3 shows a diagram of students' perspectives on the use of the canva website in economics learning

Figure 3 also shows that using the canva website positively impacts students' motivation and learning experience. They feel more enthusiastic about participating in learning, have the opportunity to learn independently because the material can be accessed anytime and anywhere through digital devices, and have a more enjoyable and meaningful learning experience compared to conventional learning. This is reinforced by student response indicators, which show that 87% of students are happy with the learning method used, 81% stated that they became more confident during the learning process, and 79% expressed a desire to return to learning using similar media in future lessons. Overall, these findings indicate that students will receive the canva website as an interactive multimedia learning tool that supports the economics learning process in a more engaging, flexible, and student-centered way.

Discussion

The results of the study indicate that students gave a predominantly positive perception towards the use of the media. This positive perception is reflected in seven main aspects, namely ease of use, quality of visual display, engagement in learning, understanding of the material, learning motivation, flexibility of access, and the overall learning experience. The interrelationship between these themes indicates that students' acceptance of the canva website is influenced not only by the characteristics of the technology used, but also by the quality of the learning design built through the media. Ease of use is one of the main factors that shape positive student perceptions. From the perspective of the technology acceptance model (TAM), perceived ease of use is an initial determinant that influences a person's acceptance of a technology (Davis, 1989). When students perceive a medium as easy to learn, easy to operate, and requiring little effort, they tend to show a more positive attitude towards its use. This

condition also supports the formation of perceived usefulness, as ease of use allows students to focus more on understanding the material rather than on the technical aspects of operating the media. The findings of this study strengthen the research by Hidayatullah et al. (2024); Pavlov et al. (2025); Hakim et al. (2026), which reported that canva's ease of use was one of the main reasons for students' high acceptance of digital-based learning media. However, this study shows that ease of use is influenced not only by the canva platform's characteristics but also by how teachers design the navigation structure, the sequence of materials, and the presentation of information on the website. Thus, the quality of instructional design plays an equally important role as the quality of the technology used.

Findings regarding visual quality indicate that aesthetics significantly contribute to students' learning experiences. Presenting material through a combination of text, illustrations, images, videos, icons, and an organized layout helps students focus during the learning process. This finding aligns with the cognitive theory of multimedia learning, which states that learning is more effective when information is delivered simultaneously through verbal and visual channels (Mayer, 2020). The integration of various multimedia elements allows students to build a more complete mental representation, thus optimizing conceptual understanding. Furthermore, this study's findings support the dual coding theory (Paivio, 1991), which explains that information processed through verbal and visual systems is more easily understood and remembered than information presented solely in text. Therefore, the visual quality of the Canva website not only enhances the media's appeal but also serves as a tool to help students organize information more systematically. This finding extends the research of Abidin et al. (2025); Catahan et al. (2025); Annur et al. (2026), which previously focused more on increasing interest in learning, and shows that visual quality also plays a role in facilitating the formation of conceptual understanding.

Student engagement during learning is another important finding. Using the canva website encourages students to participate more actively by reading, observing illustrations, watching videos, discussing, and completing learning activities on the platform. This condition reflects the characteristics of student-centered learning, where students play an active role in constructing knowledge. From the perspective of constructivist learning theory, knowledge is not acquired through a passive process of receiving information, but is constructed through interactions between students and their learning environment (Jonassen, 1994; Vygotsky, 1978). A learning environment that provides various sources of information and opportunities for interaction will increase students' opportunities to construct their own understanding. The results of this study also show that student engagement manifests across the behavioral, emotional, and cognitive dimensions described by Fredricks et al. (2004). Students not only participate more actively in learning activities but also show greater interest and engagement in their thinking as they understand the material. These findings support the results of research by Muir et al. (2022), which shows that interactive multimedia can increase student engagement by providing a more active learning experience.

The research also showed that the canva website contributed to improving students' understanding of unemployment. This finding suggests that successful media use stems not solely from digital technology but from its ability to present abstract concepts in a more concrete, systematic, and contextual way. Material on the types, causes, impacts, and efforts to overcome unemployment is easier to understand when presented through visual illustrations, videos, infographics, and examples relevant to students' lives. From the perspective of the cognitive theory of multimedia learning,

presenting information in multiple forms of representation enables students to integrate new information with prior knowledge, thereby fostering deeper understanding (Mayer, 2020). Meanwhile, dual coding theory posits that combining verbal and visual representations strengthens the encoding of information in long-term memory (Paivio, 1991). These findings indicate that using the canva website could serve to an alternative learning method for abstract and conceptual economics materials, allowing teachers to focus not only on conveying information but also on providing learning experiences that help students connect concepts to real-world realities.

The increased motivation to learn among students indicates that the canva website can create a more engaging learning experience than conventional learning. From the perspective of the ARCS motivation model, learning motivation is influenced by four main components: attention, relevance, confidence, and satisfaction (Keller, 2016). The canva website can attract students' attention through attractive visual design, presenting material relevant to learning needs, instilling confidence due to its ease of use, and providing satisfaction when students successfully understand the material and complete learning activities. Furthermore, the findings of this study can be explained by self-determination theory, which posits that intrinsic motivation develops when individuals experience competence, autonomy, and a sense of connectedness in the learning process (Ryan & Deci, 2000). Flexibility in accessing materials and the opportunity to study independently provide space for students to develop independent learning. These findings support research by Utami & Djamdjuri (2021); Rahma et al. (2025); Purnama et al. (2026), who reported that canva-based learning media can increase motivation to learn through more interesting and interactive learning experiences.

Flexibility of access is one of the characteristics most valued by students. The ability to access materials at any time and through various devices allows students to manage their learning process more independently. This finding aligns with the characteristics of 21st-century digital learning, which places flexibility as a crucial factor in supporting lifelong learning (Bond et al., 2021; Martin et al., 2020). From a self-directed learning perspective, access that is not limited by space and time allows students to determine when, where, and how often they study the material (Knowles, 1975; Merriam & Tisdell, 2021). This research shows that flexible access not only makes it easier for students to obtain learning materials but also supports the process of repetition, which contributes to strengthening understanding. These findings imply that the development of web-based learning media should consider accessibility aspects so that students can optimally utilize the media both inside and outside the classroom.

The overall learning experience shows that the canva website successfully creates a more meaningful, interactive, and engaging learning environment that aligns with the characteristics of learners in the digital age. This positive experience is shaped by a combination of mutually supportive factors, namely ease of use, visual quality, increased engagement, ease of understanding the material, learning motivation, and flexibility of access. In other words, learners' perceptions of the canva website are multidimensional and not influenced by a single aspect. These findings support the views of Garrison & Anderson (2003); Picciano (2017), who assert that the success of technology-based learning is determined by the quality of the learning experience created through the interaction between technology, learning design, and learner characteristics. Therefore, the implementation of the canva website in economics learning can be viewed not only as a use of digital media but also as a pedagogical strategy to foster more active, contextual, and learner-centered learning.

Overall, this research contributes to the body of research on implementing the canva website in education, particularly in economics learning at the Madrasah Aliyah (Islamic senior high school) level. Unlike most previous studies that focused on media development, product validation, or effectiveness testing through quantitative approaches, this study provides a deeper understanding of how students interpret the use of the canva website based on their learning experiences. These findings indicate that the success of digital learning media implementation is determined not only by technological sophistication but also by the suitability of the learning design to students' needs, characteristics, and learning experiences. Therefore, teachers need to develop the canva website not only as a medium for delivering material but also as a digital learning environment that integrates visual elements, interactivity, accessibility, and learning activities in a balanced manner to support more effective, student-oriented economics learning.

Conclusions

This study shows that students have a positive perception of using the canva website as an interactive multimedia tool for economics subjects, particularly for topics related to unemployment. Based on data analysis from observations, interviews, and documentation, seven main themes were identified that shaped students' perceptions: ease of use, quality of visual display, active engagement in learning, increased understanding of the material, learning motivation, flexibility of access, and the overall learning experience. Students assessed that the canva website has an easy-to-use interface, presents material engagingly by integrating text, images, videos, and infographics, and encourages more active engagement during the learning process. In addition, this medium helps students understand abstract economic concepts, increases learning enthusiasm, provides flexibility to access material independently, and creates a more enjoyable and meaningful learning experience compared to conventional learning.

The findings of this study provide a theoretical contribution by enriching the study of the acceptance of canva website-based learning technology from the perspective of students through a qualitative approach. Unlike previous studies that focused more on media development or quantitative effectiveness testing, this study provides a deeper understanding of how students interpret the use of canva website in the learning process. From a practical perspective, the results of this study can be a reference for teachers, schools, and learning media developers in designing website-based multimedia that is not only visually appealing, but also easy to use, interactive, flexible, and appropriate to students' learning needs in the era of digital transformation. However, this study has several limitations: it was conducted in only one school with a limited number of informants, focused on one learning material, namely unemployment, and only explored students' perceptions without directly examining their impact on improving learning outcomes or higher-order thinking skills.

Based on these limitations, further research is recommended to include a more diverse group of participants from various schools, educational levels, and regions to yield more comprehensive findings and enhance transferability. Future research could also employ a mixed-methods or experimental design to combine exploration of student experiences with measurement of the canva website's effectiveness on learning outcomes, motivation, critical thinking skills, digital literacy, and other 21st-century skills. Furthermore, expanding research on diverse economics materials and other subjects is also needed to obtain a more comprehensive picture of the canva website's potential as an interactive multimedia learning tool across various educational contexts.

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