

The Effect of Canva Application on Students' Motivation and Engagement in Writing Among Senior High School

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ABSTRACT

The aim of this research is to find out the effect of using Canva application on students' writing motivation and engagement of the eleventh-grade students at SMA Labschool Untad Palu with a sample of 42 students from two classes: XI MIA 2 and XI IIS. This research used a quantitative method with an ex post facto design. Data were collected using a questionnaire and analyzed through descriptive statistics and simple linear regression using SPSS 26. The findings showed that the use of Canva had a significant and positive effect on students' writing motivation and engagement. The regression results revealed that Canva influenced intrinsic motivation (Sig. = 0.004; R² = 19.1%), extrinsic motivation (Sig. = 0.001; R² = 23.4%), and engagement (Sig. = 0.040; R² = 10.1%). Most students also showed a preference for creating Procedure Texts with Canva. In conclusion, Canva is effective digital tool on students' motivation and engagement in writing. Therefore, it is recommended for use in English learning to make writing activities more interesting and interactive.

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1. Introduction

In today's digital age, technology has become an integral part of education, reshaping how students engage with learning materials and participate in classroom activities (Riska, 2023; Prihandoko et al., 2019; Al-Obaydi & Rahman, 2021; Youngsun et al., 2024). The integration of digital tools is no longer an option but a necessity in 21st-century education. Educators are increasingly adopting applications and platforms that support interactive and engaging learning environment. As argued by (Benyta & Ningsih, 2023) digital technologies enhance not only the delivery of content but also students' motivation and interest in learning, particularly when the tools are visually stimulating and user-friendly. This has paved the way for innovative tools such as Canva, which offer both creative freedom and pedagogical value in language education.

Writing, as one of the four fundamental language skills, remains a complex and cognitively demanding task for learners. Unlike speaking or listening, writing requires a combination of linguistic knowledge, structural coherence, and the ability to organize thoughts logically Alisha et al., (2019; Rahman et al., 2019; Sachiya et al., 2025). As Prakong, (2024) stated, it is not only a means of communication but also a tool for critical thinking and academic success. However, many students perceive writing as tedious or intimidating, often resulting in low engagement and motivation Anjarani et al., (2024). This challenge necessitates the implementation of supportive tools that can foster a more stimulating and productive writing experience.

One such tool is Canva, a web-based graphic design platform that allows users to create visually engaging content with ease Sari et al (2023). Originally designed for marketing and design purposes, Canva has rapidly gained popularity in educational settings for its intuitive interface and vast library of templates Muhajir et al (2024). Noor & Karani (2023) highlight how Canva promotes creativity and digital literacy, making it an effective medium for enhancing students' writing output. In the context of English language learning, the visual features of Canva can help students organize their ideas more effectively and present their work in a way that is both structured and appealing (Widiastuti, 2024; Yaumi et al., 2023.; Ko et al., 2025).

The visual and interactive design of Canva aligns with the principles of intrinsic and extrinsic motivation in learning. Intrinsically motivated students engage in writing for personal satisfaction and interest, while extrinsically motivated learners are driven by rewards or recognition (Beno et al., 2022). Canva can cater to both types of motivation by offering

aesthetic satisfaction and the possibility of receiving praise or grades. Through its user-friendly features, students are encouraged to take ownership of their writing, thereby improving both the quality and quantity of their work Siregar (2024).

Furthermore, A'thi Fauzani Wisudawati & Muhammad Isa (2022) engagement in writing activities is significantly influenced by the learning environment and tools employed. According to (Ariyanti & Hariyono, 2022), student engagement involves behavioral, cognitive, and emotional dimensions, all of which can be stimulated through interactive digital tools. Similarly, Ulyani et al., (2025) Canva enables students to actively participate in the writing process by incorporating images, icons, and visual sequences that resonate with their personal experiences and creative instincts. This fosters not only active involvement but also a deeper understanding of writing structures and conventions.

Previous research has demonstrated the positive impact of Canva on students' writing abilities and motivation. For instance, Wahyuni et al., (2022) found that students displayed higher interest and participation in English classes when Canva was used as a teaching medium. Similarly, Shaumi, n.d. (2023) reported significant improvement in students' writing performance in recount texts after implementing Canva in classroom assignments. However, most of these studies focused on general writing skills or specific genres, with limited emphasis on student motivation and engagement as independent constructs influenced by Canva.

This study addresses that gap by examining the effect of Canva on students' writing motivation and engagement, particularly among eleventh-grade students in a high school in Central Sulawesi. While prior research explored the benefits of Canva in different regions and academic levels, few have investigated its impact on the psychological and behavioral aspects of writing in the context of SMA Labschool UNTAD Palu. This research aims to fill that void by focusing not only on writing outcomes but also on how Canva influences students' willingness and enthusiasm to write.

Motivation and engagement are essential predictors of academic achievement in language learning Jiao et al., (2022). When students are both motivated and engaged, they are more likely to sustain effort, seek feedback, and develop writing as a lifelong skill. The current research posits that using Canva in writing instruction can significantly enhance these factors. Masturoh et al., (2023) By providing a structured yet flexible design platform, Canva reduces cognitive overload and increases students' confidence in expressing their ideas, leading to more frequent and higher-quality writing practices.

Therefore, the purpose of this study is to investigate the effect of the Canva application on students' writing motivation and engagement at SMA Labschool UNTAD Palu. Specifically, this research aims to analyze how Canva influences students' intrinsic and extrinsic motivation, behavioral participation, and text preference in writing. The findings are expected to offer pedagogical insights into how digital tools like Canva can be effectively integrated into English writing instruction to foster a more engaging and motivating classroom environment.

2. Methodology

This research employed a quantitative approach using an ex post facto design. The ex post facto design is a non-experimental research method used to examine the effect of a variable after the event has occurred, without giving any treatment or manipulation Gamage (2025). This method is commonly applied in education when an activity, such as the use of Canva, has already taken place. Researchers analyze existing differences among participants to see the effect of that variable. This design allowed the researcher to investigate the impact of Canva on motivation and engagement among students who had already used the application.

Participants were 42 eleventh-grade students from two classes (XI MIA 2 and XI IIS) at SMA Labschool UNTAD Palu. The sampling technique used was simple random sampling. Simple random sampling is a method used to choose a sample from a population where every member has the same chance of being selected Makwana et al (2023). Data were collected through a structured questionnaire measuring Canva usage, intrinsic and extrinsic motivation, and engagement.

The questionnaire consists of 25 questions, the questionnaire items were adapted from Adar BakhshBaloch (2017) and analyzed using SPSS version 26. Descriptive statistics and simple linear regression were employed to determine the effect between the variables.

3. Result and Discussion

3.1 Result

This section elaborates on the research findings concerning the effect of Canva application on students' writing motivation and engagement. The analysis employed various statistical procedures, including descriptive statistics were used to summarize the data collected from the questionnaire. validity test and simple linear regression.

a. Descriptive Statistics

The descriptive statistics section presents an overview of students' responses regarding the use of the Canva application in writing activities. A structured questionnaire with 25 items was distributed to 42 eleventh-grade students from SMA Labschool UNTAD Palu. The analysis focused on students' writing motivation (intrinsic and extrinsic), and engagement levels.

Furthermore, descriptive data showed that a large percentage of students preferred creating Procedure Texts using Canva, with 52.4% of the students choosing this type. This indicates that Canva is more effective for writing instructional or step-by-step texts due to its visual and flexible features.

Table 1. Intrinsic Motivation Category

| Score | Intrinsic Motivation Category | Frequency | Percentage (%) |
|--------------|-------------------------------|-----------|----------------|
| 81 - 100 | Very high motivation | 21 | 50% |
| 61 - 80 | High motivation | 16 | 38.10% |
| 41 - 60 | Average motivation | 5 | 11.90% |
| 21 - 40 | Low motivation | 0 | 0% |
| 0 - 20 | Very low motivation | 0 | 0% |
| Total | | 42 | 100% |

From the table 1, the motivation data for students at SMA Labschool Untad Palu reveals a very high level of motivation, both intrinsically and extrinsically. Based on Table 1, which details the Intrinsic Motivation Category, the majority of students 50% or 21 out of 42 students fall into the very high motivation category with scores ranging from 81-100. Combined with an additional 38.10% (16 students) who exhibited high motivation (scores 61-80), this indicates that a significant portion of the students possess a strong internal drive for learning or the assessed activity. Only a small number of students 11.90% or 5 students were in the average motivation category, while notably, no students showed low or very low intrinsic motivation.

Table 2. Extrinsic Motivation

| Score | Extrinsic Motivation Category | Frequency | Percentage (%) |
|--------------|-------------------------------|-----------|----------------|
| 81 - 100 | Very high motivation | 25 | 59.52% |
| 61 - 80 | High motivation | 16 | 38.10% |
| 41 - 60 | Average motivation | 1 | 2.38% |
| 21 - 40 | Low motivation | 0 | 0% |
| 0 - 20 | Very low motivation | 0 | 0% |
| Total | | 42 | 100% |

A comparable pattern is observed in table 2 which presents extrinsic motivation. Here, the proportion of students with very high motivation is even slightly larger, reaching 59.52% (25 out of 42 students) with scores from 81-100. Another 38.10% (16 students) also demonstrated high motivation, consistent with the distribution for intrinsic motivation. Only one student (2.38%) fell into the average motivation category, and again, there were no students in the low or very low extrinsic motivation categories. Collectively, both tables consistently indicate that students at SMA Labschool Untad Palu exhibit remarkably positive motivation levels, stemming from both internal drives and external factors.

Table 3. Engagement Category

| Score | Engagement Category | Frequency | Percentage (%) |
|--------------|---------------------|-----------|----------------|
| 85 - 100 | Very Active | 24 | 57.14% |
| 70 - 84 | Active | 13 | 30.95% |
| 60 - 69 | Less Active | 2 | 4.77% |
| 0 - 59 | Very Inactive | 3 | 7.14% |
| Total | | 42 | 100% |

Table 3 illustrates the distribution of student engagement levels based on their scores. Out of a total of 42 students surveyed, the data reveals a predominantly high level of engagement. Specifically, 24 students, constituting 57.14% of the sample, fall into the very Active category with scores ranging from 85 to 100, indicating a strong level of participation and focus. Following this, 13 students (30.95%) are classified as active, having scored between 70 and 84. Conversely, a smaller proportion of the students showed lower engagement 2 students (4.77%) were categorized as less active (scores 60-69), and 3 students (7.14%) were in the very inactive category (scores 0-59). Overall, these figures suggest that the vast majority of students in the study exhibit high to very high levels of engagement in the assessed context.

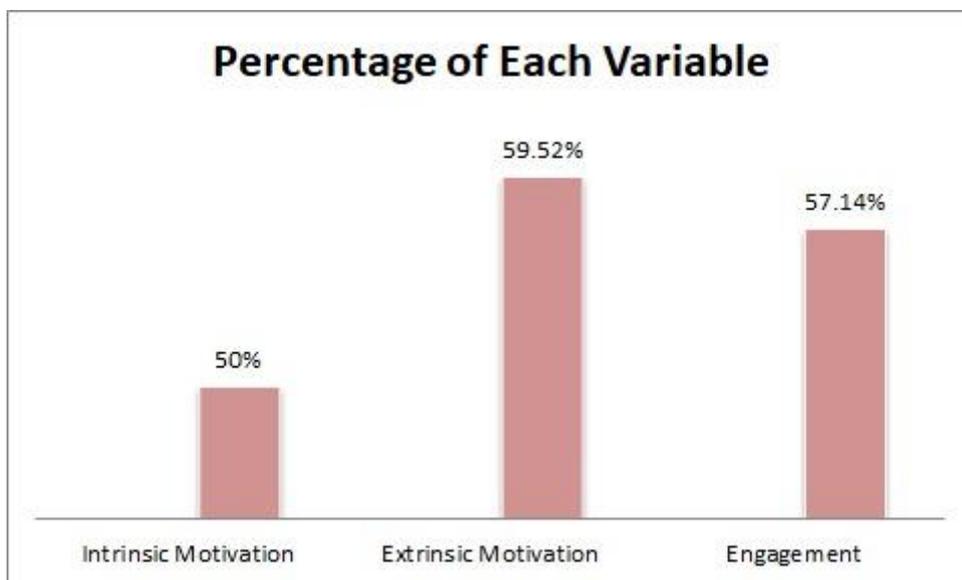


Figure1. Percentage of Each Variable

The data reveal that intrinsic motivation accounts for 50%, indicating that half of the students were driven by internal factors such as personal interest, enjoyment, or a sense of fulfillment when engaging in writing tasks.

In contrast, extrinsic motivation shows the highest percentage at 59.52%, suggesting that a greater number of students were influenced by external elements like grades, rewards, or encouragement from teachers and parents. This implies that external reinforcement played a more significant role in motivating students to write.

Meanwhile, engagement is reported at 57.14%, which reflects a relatively high level of active participation and involvement among students during the writing activities, particularly when using the Canva application.

Overall, the figure highlights that students were more extrinsically motivated than intrinsically, and that their engagement levels were also notably strong. This suggests that integrating visually appealing tools such as Canva may effectively boost both motivation and student involvement in writing instruction.

b. Validity Test

The significance values (Sig.) of all items are < 0.05, it means all questionnaire items were found to be valid.

Table 1. Validity Test

| Question Number | Question Sig | Standard Sig | Criteria |
|----------------------------------|--------------|--------------|----------|
| Variable 1: Canva | | | |
| Q1 | 0.001 | 0.05 | Valid |
| Q2 | 0.037 | 0.05 | Valid |
| Q3 | 0.009 | 0.05 | Valid |
| Q4 | 0.000 | 0.05 | Valid |
| Q5 | 0.000 | 0.05 | Valid |
| Q6 | 0.002 | 0.05 | Valid |
| Variable 2: Intrinsic Motivation | | | |
| Q7 | 0.029 | 0.05 | Valid |
| Q8 | 0.035 | 0.05 | Valid |
| Q9 | 0.024 | 0.05 | Valid |
| Q10 | 0.002 | 0.05 | Valid |
| Q11 | 0.002 | 0.05 | Valid |
| Q12 | 0.001 | 0.05 | Valid |
| Variable 3: Extrinsic Motivation | | | |
| Q13 | 0.005 | 0.05 | Valid |
| Q14 | 0.008 | 0.05 | Valid |
| Q15 | 0.017 | 0.05 | Valid |
| Q16 | 0.034 | 0.05 | Valid |
| Q17 | 0.023 | 0.05 | Valid |
| Q18 | 0.014 | 0.05 | Valid |
| Variable 4: Engagement | | | |
| Q19 | 0.000 | 0.05 | Valid |
| Q20 | 0.000 | 0.05 | Valid |
| Q21 | 0.034 | 0.05 | Valid |
| Q22 | 0.000 | 0.05 | Valid |
| Q23 | 0.044 | 0.05 | Valid |
| Q24 | 0.003 | 0.05 | Valid |

Based on the presented validity test table, the results for the research instrument (questionnaire) assessing three variables—Intrinsic Motivation, Extrinsic Motivation, and Engagement—indicate that all questionnaire items are valid.

c. Simple Linear Regression

The simple linear regression analysis revealed that Canva significantly affects intrinsic motivation (Sig. = 0.004), extrinsic motivation (Sig. = 0.001), and engagement (Sig. = 0.040). The highest influence was found on extrinsic motivation ($R^2 = 23.4\%$), followed by intrinsic motivation ($R^2 = 19.1\%$), and engagement ($R^2 = 10.1\%$).

3.2 Discussion

The present study reveals that the Canva application significantly enhances students' intrinsic and extrinsic motivation in writing, supporting the findings of Abdulla (2024), who stated that students' performance and engagement increased after integrating Canva into writing lessons. The visually rich environment that Canva provides appears to tap into students' intrinsic motivation by making writing tasks more personally meaningful and enjoyable.

Furthermore, the findings align with Utami & Suriyani Djamdjuri (2021), who emphasized that Canva elevates students' enthusiasm for writing, even among those who typically find English writing tasks challenging. Their study found that visual learning tools encouraged students to participate more actively in classroom tasks, mirroring the increased engagement seen in the present research.

The role of Canva in improving student engagement is also supported by Hutapea et al., (2024), who noted that Canva promotes not only cognitive engagement but also behavioral and emotional engagement. In this study, students demonstrated higher participation rates and stronger emotional connections with their writing tasks, as evidenced by peer collaboration and creative output.

This research complements Yundayani (2019), who showed that Canva helps reduce grammatical errors and boosts confidence in EFL writing. Although this study did not directly measure error reduction, the increased motivation and engagement likely influenced the quality of student writing, as higher interest typically correlates with better outcomes.

Siswanjaya (2021) found that incorporating Canva into project-based learning resulted in improved writing scores and elevated motivation levels. Similarly, students in this study expressed enthusiasm for designing writing products such as procedure texts using Canva, suggesting that the application helps transform writing tasks into meaningful projects.

Lastly, Larasati (2022) highlighted Canva's contribution to enhancing visual literacy and creativity. This study confirms that students enjoyed designing their written content and were more invested in crafting their ideas, indicating that Canva supports not just writing skills but also digital communication competence. These combined findings reinforce Canva's role as an effective educational tool that promotes student-centered learning and motivation.

4. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of the Canva application has a significant and positive effect on students' writing motivation and engagement. The analysis results show that most students demonstrated very high levels of intrinsic and extrinsic motivation after using Canva, as well as active participation in writing activities. In summary, Canva has an effective educational tool that supports students in writing. It is user-friendly features and visual designs make the writing process more interesting and enjoyable for students.

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