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The Effect of Using Canva on Students' Motivation in Learning English

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Abstract: Motivation is essential for learning English, but in some cases, student motivation declines, which impacts their learning outcomes. There are many ways to increase this motivation, including using engaging learning media, such as Canva. Therefore, this study aims to determine whether the use of Canva is related to students' motivation to learn English. The sample comprised 46 seventh-semester students in the English Education study program at the University of Bengkulu in the 2025/2026 academic year. The method used in this study was a quantitative correlational analysis using Spearman's rank correlation. The results showed a very strong positive correlation (r=0.813) with a significance level of <0.001. It can be said that the more frequently Canva is used as a learning medium, the higher students' motivation to learn English is. The reason is that Canva has an attractive, easy-to-use interface that increases students' motivation, participation, and self-confidence. Based on the research results, Canva as a learning medium is important and effective for increasing motivation to learn English at the tertiary level.

Keywords: Canva platform; learning English; students' motivation

INTRODUCTION

Motivation is one factor that can support English learning. According to Wulandari (2024), motivation refers to the underlying reasons for behaviour characterized by their will and their desire and determines the purpose, scope, and effort of the learner's actions. It could be said that when students possess motivation, they become enthusiastic about learning, which in turn enables them to learn English effectively. Harmer (2001) also adds that motivation plays a crucial role as a driving force, enabling students to initiate and sustain their efforts in learning the language. In English learning, motivation can contribute not only to students' willingness to begin learning activities but also to their persistence in completing tasks, overcoming difficulties, engaging with the language, and also showing better performance in learning English.

Learning motivation can be divided into two kinds: intrinsic and extrinsic. As stated by Ryan & Deci (2000), intrinsic motivation is the inner drive to learn that stems from the student's

own interests. Furthermore, intrinsic motivation here means that it comes from within the student themselves. For example, there is a sense of curiosity, a sense of interest in material that they have never learned before, and it is enhanced by a sense of joy when they have understood the new thing. Also, students enjoy the learning process because of themselves, not because of coercion from their parents or other things. For example, students learn English because they like Western songs, watching movies, or want to be able to chat with native speakers so that these things can happen to motivate them to improve their English by studying on their own. Next is extrinsic motivation. This motivation comes from outside the student, meaning that they want to get a reward, good grades, or praise, and are also afraid of punishment. This usually comes from parents, teachers, and the school system, so students' motivation to learn increases from outside themselves. They study to get good grades and not get punished. However, we can conclude that these two things are equally important in motivation, especially in learning, but their influence can still be different, so does learning outcomes.

To find out how we understand motivation in student learning according to the explanation above, this study uses the Motivated Learning Strategies Questionnaire (MSLQ) created by Pintrinch et al. (1991). Three aspects of motivation are used: intrinsic goal orientation, task value, and self-efficacy. The first is intrinsic goal orientation, the internal reasons for students to learn and get pleasure, and their curiosity and personal satisfaction. It measures how students learn because they feel the material is interesting, not solely because of grades. Next is the task value that can measure how students assess the importance, interest and usefulness of a task or lesson for their own purposes. This is due to the fact that students themselves are often given a lot of assignments; so, it can be seen how they consider the task value. For example, if they consider learning English valuable for their future or career, they are likely to be more eager to learn. Lastly, self-efficacy involves students' confidence in their ability to accomplish a task. For instance, students who believe they are good at speaking English will probably be more involved during class. Therefore, when students feel happy, recognize the importance of what they are learning, and trust in their skills, their motivation to study English generally increases.

However, in many cases, students' motivation to learn English is decreasing, even though having or lacking motivation greatly affects learning outcomes. Darmayanti (2022) states that students often get bored with learning methods that rely only on textbooks and lectures. Accordingly, this low level of motivation can affect their performance, particularly in areas like writing and speaking, which in turn influences their overall learning results. When students lack of motivation, they may struggle to stay focused, could show minimal effort, and could often avoid challenging tasks. To overcome this, it needs the positive learning environment so that students can feel at ease and boosts their motivation to learn (Dörnyei & Ushioda, 2021). Meanwhile, Gilakjani (2011) suggests that using engaging media can improve students' involvement and focus.

Due to the development of technology in the current era, and in this day and age, of course, there are many interactive learning media that can be used in learning activities. This learning medium is not only beneficial for students, but also for teachers, if the learning medium can help students to think critically (Rohayati & Rachmawati, 2021), develop creativity, and become more active in learning (Rizanta & Arsanti, 2022). As a result, the use of learning media can be an effective tool for teachers to achieve students' learning goals. It can also be said that technology in learning not only functions to increase learning motivation, but also provides opportunities for more independent learning, and explores how the material and lessons are understood freely.

In recent years, it has been seen that digital learning tools are increasingly being used, especially for student learning processes. One of the most used tools by students is Canva, which is defined as a graphic design platform that is easy to use, especially for beginners and beginners; therefore, it is considered a medium that supports innovative work and education (Rohayati & Friatin, 2021; Jamaludin & Sedek, 2024). This is influenced by Canva's features that allow visual content to be fast and attractive; so that it can enhance the fun and enjoyable learning experience

for students because of its attractive features, such as many templates that can be selected and used (Dewaweb Team, 2023).

According to Reftyawati (2025), Canva can help students in completing their assignments such as presentations, projects, posters, teaching materials, and other visual materials, especially for their assignments that use English. Because it is web-based, students do not need to download the application. With the website alone, students can create various types of visual materials such as posters, banners, and presentation slides without having to have high design skills (Farid, 2023). It can be said that Canva is suitable for students with different levels of digital skills and its attractive appearance makes learning fun. Because it is practical, many students use it to support their assignments and learning.

To find out how and why students want to use Canva in learning, this study looks at the perspective of the Technology Acceptance Model (TAM) from Davis (1989): Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention. Perceived Ease of Use (PEOU) is to measure how and how easily Canva can be understood and used by students, and if the technology feels simple and not complicated, students will certainly be more interested in using it. Next is Perceived Usefulness (PU) which is measured and assess how useful Canva can help students in achieving their learning goals. Then, if Canva helps improve learning outcomes and makes doing assignments easier, they will use it more often. The last is Behavioral Intention meaning that the students' intention to continue using Canva. Definitely, this intention can be seen when students feel the ease of use, the benefits felt. if it is fulfilled, students will want to continue using Canva as a learning medium to support their success in learning.

Based on the above background, it is also apparent that 7th-semester students in the English Language Education Study Program at the University of Bengkulu in the 2025/2026 academic year frequently use Canva to complete English assignments, including presentations, projects, and other tasks. Because Canva is widely used, researchers want to determine whether there is a relationship between its use as a learning medium and students' motivation to learn. By understanding this relationship, this study is expected to provide insight or an overview of how digital platforms like Canva can help increase student engagement and learning motivation, especially in higher education.

Many previous studies have shown that using Canva can increase learning motivation. First, Efendi et al. (2023) found that using Canva as a learning medium can increase learning motivation and have a positive impact on student learning outcomes. It can be said that increased motivation is supported by appropriate learning media, such as the use of Canva. Furthermore, Pratama and Hikmat (2024) also showed that the use of Canva in English learning can increase student motivation and improve academic achievement for junior high school students. Furthermore, Mustakim et al. (2024) found a moderate positive relationship between the use of Canva-based learning videos and student learning motivation. They also concluded that Canva encourages student engagement, helps build learning independenc; and the more frequently Canva is used, the higher the student's learning motivation. All of these studies support the idea that Canva as a digital learning medium is effective in increasing learning motivation.

Although previous studies have shown that Canva has an effect on learning motivation, research discussing the relationship and motivation to learn English in undergraduate students is still limited, especially in the context of seventh semester students in the 2025/2025 academic year, in the English Education study program at the University of Bengkulu. Therefore, this study aims to determine the relationship between the use of Canva as a learning medium and students' motivation to learn English. So, based on all the explanations above, it can be concluded that the research question asked is: "Is there a relationship between the use of Canva as a learning medium and the motivation to learn English among 7th semester students at the University of Bengkulu?". For teachers, this study can help them select more effective and engaging learning tools to boost students' motivation. For students, it can encourage them to participate more actively in English

learning. For future researchers, this study can serve as a reference for exploring the relationship between digital learning tools and student motivation.

METHOD

This study used a quantitative method called descriptive-correlational to show how Canva, as a digital tool, affect students' motivation to learn English. Creswell and Creswell (2018) explains that correlational research is a type of quantitative study that looks at how strongly two things are connected. This instrument of the research used a questionnaire and was administered using Google Form, which allowed students to answer questions digitally. The timing for answering the questionnaire was flexible and was adjusted to students' availability.

The population of this study consisted of 95 seventh-semester English Education students at the University of Bengkulu in the 2025/2026 academic year. Purposive sampling was used based on the following criteria: 1) Students were in the seventh semester; 2) Students had used Canva specifically for English-related academic tasks; and 3) Students voluntarily agreed to participate. A total of 46 students met the criteria and completed the questionnaire. This sample size was sufficient for correlational analysis because a minimum of 30 participants is considered adequate for detecting medium-sized correlations (Field, 2018). The participants consisted of 39 female students and 7 male students, with an age range of 20 to 23 years old. Although this study did not directly measure the students' English proficiency, the seventh-semester students in the English Education Study Program are typically expected to be at an intermediate level. This assumption is supported by the fact that this study program has a structured curriculum, with intermediate to advanced English courses that students have completed, such as reading, speaking, listening, and structure; therefore, students are expected to have sufficient English learning skills and experience, and are therefore relevant to be researched.

The questionnaire used was adapted from two theories, namely, the Technology Acceptance Model (TAM) by Davis (1989) and the Motivated Strategies for Learning Questionnaire (MSLQ), created by Pintrich et al. in 1991 (Table 1). The former was used to find out how students view Canva as a learning technology and to what extent they accept and are willing to use it. Three important aspects, namely Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention. The second theory, the Motivated Strategies for Learning Questionnaire (MSLQ) was used to assess how motivated students are to learn. This questionnaire looks at different parts of motivation, such as internal goal setting, the value of tasks, and confidence in oneself. This research focused on just three parts of the MSLQ, as these elements best represent what motivates students. By merging the TAM and the MSLQ, the tools used in this study can accurately evaluate how Canva is used as a digital learning tool and how motivated students are to learn English, which helps to thoroughly understand how these factors are related.

Preston & Colman (2000) suggest that using a 4-point scale may be appropriate in certain cases, for example, when the construct being measured is relatively simple or when the respondent population is less experienced with the topic being measured. To compute the scores, each students' response was converted into numerical values based on the likert scale (Table 2) with strongly agree until the strongly disagree. The TAM score was obtained by summing the scores of items 1- 6, which represent PEOU, PU, and behavioural intention. Similarly, the motivation was calculated by summing items 7–12, which represent Intrinsic Goal Orientation, Task Value, and Self-Efficacy.

Table 1. Indicators of the correlation between the use of Canva on Students' motivation learning English

No.	Aspect	Indicators	Number of Questionnaire
1.	Technology Acceptance Model (TAM)	Perceived Ease of Use (PEOU)	1, 2
		Perceived Usefulness (PU)	3, 4
		Behavioral Intention	5, 6
2.	Motivated Strategies for Learning Questionnaire (MSLQ)	Intrinsic Goal Orientation	7, 8
		Task Value	9, 10
		Self-Efficacy	11, 12

The questionnaire items were evaluated for their accuracy and reliability to guarantee that the information collected is correct and consistent. To check for validity, the Pearson Product-Moment correlation was used in SPSS 31, comparing each question with the overall score. A question was viewed as valid if the Sig. (2-tailed) number was less than or equal to 0.05. The results from this validity check show that all 12 questions are valid because each one has an r-count number that is higher than the r-table number (0.291) with a significance level of less than 0.001.

Table 2. Likert Scale Rating

Answer Choices	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Furthermore, the reliability of the instrument was assessed with Cronbach's Alpha (Table 3) to evaluate how consistently the items performed together. As George & Mallery (2003) said that an α value of 0.7 or above indicates that the instrument is trustworthy.

Table 3. Reliability test of the items

No.	Aspect	Cronbach's Alpha	N of items	Status
1	Technology Acceptance Model (TAM)	0.889	6	Reliable
2	Motivated Strategies for Learning Questionnaire (MSLQ)	0.918	6	Reliable
3	Overall the items	0.942	12	Reliable

The reliability test of the questionnaire showed a Cronbach's Alpha of 0.942 ($\alpha \geq 0.7$) for 12 items, indicating that the instrument is highly reliable for measuring the variables in this study.

The research data were processed using SPSS version 31 in several steps. First, the Normality Test used the Kolmogorov–Smirnov Test. The goal is to determine whether the data is normally distributed or not. The requirement is that if the significance value is > 0.05, the data is normal. In contrary, if the significance value is ≤ 0.05, the data is not normal. Second, the Homogeneity Test uses Levene's Test. The goal is to see whether the data variation between groups is the same or homogeneous. Next, the Correlation Test uses Spearman Rank Correlation. This test is used to determine the relationship between two variables, namely: Canva usage and student learning motivation. According to Pallant (2016), Spearman is suitable for use if the data is on an ordinary scale, or if the data is not normally distributed.

The interpretation of the correlation coefficient (r), are:

0.00–0.199 → Very Low
0.20–0.399 → Low
0.40–0.599 → Moderate
0.60–0.799 → Strong
0.80–1.00 → Very Strong

The hypotheses of this study are stated as follows:

- H_0 (Null Hypothesis): There is no significant correlation between using Canva and students' motivation in learning English.
- H_a (Alternative Hypothesis): There is a significant correlation between using Canva and students' motivation in learning English.

Decision rule is:

If Sig. (2-tailed) ≤ 0.05 → Reject H_0 (there is a significant correlation)
If Sig. (2-tailed) > 0.05 → Fail to reject H_a (no significant correlation)

RESULTS AND DISCUSSION

The results section outlines the data analysis process that led to the research findings. A complete description of the results and discussion is presented in the following organization:

Result

Table 4 presents the descriptive statistics of the two variables examined in this study.

Table 4. The result of descriptive statistics

Variable	Min	Max	Mean	Std. Dev
Use canva (x)	14	24	20.83	2.85
Motivation (y)	14	24	19.57	3.07

According to the earlier mentioned Table 3, there are descriptive statistics for the Technology Acceptance Model (TAM) linked to how students use Canva, as well as the Motivated Strategies for Learning Questionnaire (MSLQ), which reflects students' motivation in learning English. The TAM data consists of six items, revealing that the lowest score a student received is 14, while the highest is 24. The mean score is 20.84, and the standard deviation is 2.85. This indicates that the average student holds a favourable view of Canva as a learning resource. The small value of standard deviation suggests that students' answers were quite similar.

In addition, looking at the second set of data on motivation, which includes six items that cover Intrinsic Goal Orientation, Task Value, and Self-Efficacy, the table shows the lowest score of 14 and the highest score of 24, with an average score of 19.57 and a standard deviation of 3.07. This relatively high average score signifies that students are quite eager to learn English, particularly when they use Canva as a tool. The standard deviation indicates that the range of students' motivation to learn English is not very broad, suggesting that while there are some variations, many students share similar experiences and levels of motivation in their English studies.

To find out if the data followed a normal distribution, a normality examination was performed using the Kolmogorov–Smirnov test. The findings are shown in Table 5:

Table 5. The result of normality test

Variable	N	Sig. (2-tailed)	Interpretation
Use of Canva (X)	46	0.002	Not Normal
Motivation (Y)	46	<0.001	Not Normal

Based on Table 5, the analysis using SPSS 31, the TAM using the Canva variable generated a significance value (Sig.) of 0.002, which is lower than 0.05. It indicated that the TAM data are not normally distributed. Indicator the MLSQ on the motivation variable showed Sig. Of <0.001, which is lower than 0.05. It could be seen that the data are also not normally distributed. Since both variables did not meet the assumption of normality, the appropriate correlation test to use is the Spearman Rank Correlation, which is suitable for data that are ordinal and not normally distributed. Non-normal distribution is common in studies like Likert-scale questionnaires because students often show consistent patterns, such as frequent agreement.

The homogeneity test was conducted to determine whether the variances of the data were equal. Levene's Test was used, and the results are presented in Table 6.

Table 6. The result of homogeneity test

Variable	Sig.	Interpretation
Use of Canva & Motivation	0.559	Homogeneous

According to Table 6, the findings from Levene's test revealed a significance value of 0.559. This suggests that the data was consistent and fit for additional analysis. Because this research focused on just one group of participants, the homogeneity test was conducted a single time. To investigate how the use of Canva affects students' motivation to learn English, the Spearman Rank Correlation test was used, and the outcomes are shown in Table 7.

Table 7. The results of Spearman rank correlation

Variable pair	Spearman's who	Sig. (2-tailed)	Interpretation
Use of Canva & Motivation	0.813	<0.001	Strong Positive correlation

From Table 7, the Spearman Rank Correlation test results show a correlation value of $\rho = 0.813$. This figure means there is a strong and positive unidirectional relationship between: the use of Canva as a learning medium and student motivation in learning English. The significance value of Sig. < 0.001 indicates that the relationship is truly statistically significant, not occurring by chance. Because the results are significant, therefore, H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. This means there is a real relationship between the use of Canva and motivation to learn English. In other words, the more frequently and more comfortable

students use Canva, the higher their motivation to learn English. This strong relationship also shows that if students find Canva easy to use and useful, their learning motivation also increases.

Discussion

The findings indicate that a large participation rate in using Canva is consistent with the Technology Acceptance Model (TAM) because PEOU and PU are key factors in deciding whether students will accept a technology-based tool. This is consistent with Davis's (1989) Technology Acceptance Model because people are likely to accept and continue using technology if they find it easy to use and if it is useful in their work. Seventh-semester students are already quite acquainted with technology and have become adept at using Canva for English-related work such as making presentations, projects, and learning materials. This is likely that students have a positive attitude towards Canva. The indicators such as perceived usefulness are important in students accepting Canva because students surveyed believe Canva is very helpful in making attractive learning and presentation materials which can help them in their English assignments. Students will be more inclined to make good use of Canva since they have a positive attitude towards it. Canva is very much in line with students' requirements, a very helpful tool in English learning.

The other findings indicate that 1) they are motivated and engaged; 2) they have capability beliefs after using Canva as a learning medium; and 3) some of them think learning or carrying out tasks using Canva may be important in their academic achievement. Some of them prefer using Canva rather than other learning media so that they think Canva may assist them in accomplishing their English coursework. The high mean score concerning motivation shows students are motivated in learning English. The high score on motivation confirms the theoretical views presented by Harmer (2001), which state that students' motivation is a vital factor in their efforts and enthusiasm to gain English proficiency. Through this research, it appears learning media such as Canva can assist students in being motivated to gain English proficiency.

An indicator of motivation, such as intrinsic goal orientation, can be obtained from students' enjoyment and fun in carrying out English tasks using Canva. Through Canva, students have opportunities to show their creativity in their work, as a result of which learning is enjoyable. This links to Ryan and Deci's (2000) theory of intrinsic motivation, which underlined learning from interest and satisfaction. Task-positive value can be gained in using Canva in learning English. Students find English tasks more meaningful when they can relate them to everyday tasks such as presentations and projects. Students gain English benefit when they know English learning contributes to their educational attainment in the future. Students, too, gain higher self-efficacy when they believe they can complete all tasks using Canva. As Canva is an easy learning platform to access, students believe they can produce an innovative work (Rohayati & Friatin, 2021), and this serves as a motivational tool in embarking on English learning activities wholeheartedly.

With a combination of the results from both TAM and MSLQ, a strong positive correlation is indicated in terms of Canva usage and students' motivation among the seventh-semester students of the University of Bengkulu in the year 2025/2026. A strong positive correlation shows that TAM and MSLQ are interlinked closely. While TAM explains students' acceptance and usage of Canva, MSLQ describes how such usage affects students' motivation. As students see Canva as easy to use and very helpful, they tend to use it frequently, which leads to an increased intimacy scale of intrinsic motivation, task value, and self-efficacy in English learning. As stated in the introduction, learning media with positive characteristics will make a good learning environment and students' motivation. Canva serves not only as an aid in designing but also in improving students' motivation in English learning. The more frequently students use Canva with effectiveness, the higher their learning motivation in English.

These results support existing research on Canva and students' motivation, including those conducted by Efendi et al. (2024) and Pratama & Hikmat in (2024). The aforementioned studies have concluded that Canva can function as learning media to increase students' motivation and

learning achievements. Although neither study focused on the correlation between Canva usage and students' motivation, both demonstrated a positive influence of Canva usage on students' motivation. Moreover, they have emphasized Canva's role in providing creative learning media with engaging templates and interactive activities to assist students in developing their creative and innovative learning materials. A different study conducted by Mustakim et al. (2024) demonstrated a moderate positive correlation between Canva learning media and students' motivation.

A similar conclusion is drawn in this study with a stronger correlation coefficient (ρ=0.813). A different characteristic of this study is that it may involve a different level of influence compared to other studies with higher level students in a higher learning institution. Seventh-semester students at the University of Bengkulu may exhibit greater uniformity in motivation and familiarity with digital technology use. As undergraduate-level students, they interact with digital learning media every day, which enables a stronger influence compared to other learning media, such as Canva, on their motivation in learning English.

The findings of this research also have implications for English language learning. Teachers are advised to incorporate Canva into their teaching to make learning more engaging and motivating for students. Canva can be used in making presentations, project work, and collaborative activities which can aid in student-centered learning. Canva promotes active participation, creativity, innovation, and self-directed learning among students. Canva is an important tool for institutions, as it underscores the importance of providing digital learning tools to increase students' motivation and learning achievement. Moreover, based on learning contexts, these findings can be explained in terms of learning contexts among undergraduate students, especially in the seventh semester students of English Language Education programs. At this level, students need to perform more complex learning tasks such as giving a presentation, completing an academic project, simulating teaching, and collaborating. Canva can meet these academic requirements in a flexible manner which can aid students in organizing thoughts and representing information effectively. The above-mentioned rationale may clarify why students using Canva frequently demonstrated higher levels of motivation, since using Canva can make a task less complicated and increase learning efficiency. In addition, the fact that a very high correlation exists between Canva usage and motivation reveals that digital learning media have a very strong role in encouraging students to become more engaged in learning. Canva promotes students to be very proactive in designing their learning outcomes rather than being passive receivers of lecturers' information.

CONCLUSION

Based on the findings obtained from this research, it can be concluded that a very strong and significant relationship does exist between the usage of Canva as a learning aid and students' motivation towards learning English. This can be justified by referring to the Spearman Rank correlation analysis output, which shows a correlation coefficient of 0.813 with a significance level of less than 0.001. Aalso, it is clear that a very strong positive linear relationship does exist between these two variables, which reveal that students using English learning activities through Canva to a higher degree have a higher level of motivation towards learning English. Hence, the alternative hypothesis is accepted, and consequently, the null hypothesis is rejected.

The limitations in this research are 1) this study had a small population since it involved only 46 students in their seventh semester in the English Language Education Study Program offered at the University of Bengkulu during the 2025/2026 academic year; 2) this research measured only Canva and students' learning motivation without considering other variables such as learning styles, learning environments, support from families, or other online learning media; and 3) this research measured students' learning motivation in an uncommon way since this research did not assess English language speaking, writing, or reading capabilities.

Some of the suggestions are proposed for the future studies; it is encouraged to include a larger and more diversified population, such as students from different study programs, universities, or educational levels. Additionally, future research studies can incorporate other variables concerning learning motivation, such as learning styles, learning environments, or other digital learning media usage. Moreover, future studies can employ a mixed-methodology approach or a triangulation strategy incorporating learning questionnaires in addition to learning observations or interviews for a clearer and more in-depth investigation.

On a different level, for teachers and educators, some guidelines from this research investigation are offered. It is clear that Canva and other digital learning media can be appropriately incorporated into English learning to enhance students' motivation and participation. Teachers can incorporate Canva in learning more frequently and diversely, in addition to providing a brief orientation for students to maximize its usage functions and capabilities to their fullest. In this manner, Canva can serve not only as a graphic learning tool but also as a very effective tool for motivational and meaningful English learning.

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