

Canva-Supported Economics Instruction and the Development of Learning Interest among Senior High School Students

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Abstract

This study aimed to analyze the effect of using the Canva application as a learning medium on the learning interest of tenth-grade students in Economics at SMA Negeri 15 Bone. The study employed a quantitative approach using an *ex post facto* research design. The population consisted of 373 tenth-grade students, while a sample of 50 students was selected through *simple random sampling*. Data were collected using questionnaires and documentation and analyzed through descriptive statistics and simple linear regression with the assistance of IBM SPSS Statistics Version 26 after fulfilling the prerequisite tests, including normality, linearity, and heteroscedasticity tests. The findings revealed that the use of the Canva application significantly influenced students' learning interest. The regression equation obtained was $Y = 15.640 + 0.781X$, indicating that every one-unit increase in the use of Canva was followed by a 0.781-unit increase in students' learning interest. The results suggest that the use of Canva as a learning medium contributes to creating a more engaging learning environment, facilitates the presentation of learning materials, and enhances students' interest in participating in Economics learning. Therefore, Canva can serve as an effective digital learning medium to support the improvement of students' learning interest.

Keywords: Canva Learning Media, Learning Interest, Economics Learning, Senior High School Students

1. Introduction

Interest in learning is an affective factor that determines the success of the learning process because it motivates students to be actively involved, focused, and have a positive attitude toward learning activities. When interest in learning is high, students tend to be more enthusiastic, diligent, and mentally prepared to participate in learning, thus achieving optimal learning outcomes.

In economics instruction at the upper secondary level, learning interest plays a crucial role because the material contains many abstract concepts, data analysis, and an understanding of cause-and-effect relationships, which require students' simultaneous cognitive and affective engagement. When learning interest is low, learning tends to be passive and less meaningful (Hidayat & Kamalia, 2022).

Low student learning interest is often exacerbated by the dominance of repetitive lecture methods without varied learning media, resulting in student boredom, decreased participation, and minimal meaningful interaction between teachers and students (OECD, 2024). Furthermore, the limited variety of learning media and their incompatibility with the characteristics of the digital generation are considered incapable of optimally stimulating learning interest, even though students in the digital era tend to be more responsive to visual and interactive media (Ismawati et al., 2025).

The development of digital technology encourages teachers to integrate technology into 21st-century learning to ensure active, creative, and student-centered learning, while also opening up opportunities for the development of more varied and innovative learning media (Suryanti & Utari, 2025). Digital media is seen as capable of presenting material visually, interactively, and contextually, thereby increasing student attention and engagement in learning (Hwang & Tu, 2022).

Innovation efforts are not only directed at media development but also at updating learning models. The implementation of cooperative learning models such as Rotation Trio Exchange, for example, has been shown to improve student learning outcomes compared to conventional learning (Seprianti et al., 2025), confirming that updating media and learning models both contribute to the quality of student learning processes and outcomes.

One digital application widely used in education is Canva, an online graphic design application that provides a variety of presentation templates, infographics, and visual elements that are easy to use for both teachers and students (Sari et

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al., 2023). In economics learning, Canva has the potential to visualize abstract concepts, such as supply-demand curves and various economic indicators, making the material more concrete and engaging for students (Arsilla & Darmawati, 2024).

Several previous studies have reported that using Canva effectively boosts student motivation and learning outcomes in various subjects (Ayni et al., 2024; Pebriyanto & Hermawan, 2024; Alqomah et al., 2024). However, research specifically positioning learning interest as the primary dependent variable in Economics learning at the high school level is still relatively limited, while most previous studies have been conducted at the elementary and tertiary levels.

Theoretically, there are also differing views regarding the formation of learning interest. Classical educational psychology theory tends to position learning interest as a dominant result of internal student factors, such as needs and curiosity (Maksum & Hanif, 2025), while contemporary learning theory, particularly multimedia theory, views learning media as an external stimulus that plays a significant role in shaping students' learning interest (Mayer, 2024). This disparity in views underscores the need for empirical study of Canva's position within the theoretical framework of learning interest, particularly in high school economics instruction.

Initial observations at SMA Negeri 15 Bone indicate that 10th-grade Economics instruction is still dominated by lectures, with textbooks serving as the primary learning resource. The use of digital learning media has not been optimal. The observed variation in student engagement levels during the learning process provides an empirical insight into the dynamics of learning interest at the school, which warrants further study.

Based on the description, this study aims to test the effect of using the Canva application as a learning medium on the learning interest of class X students in the Economics subject at SMA Negeri 15 Bone, while also filling the gap in empirical studies which have so far been limited to this context.

2. Literature Review

2.1 Interest in Learning

Learning interest can be defined as a psychological tendency that evokes feelings of pleasure, interest, and attention toward learning activities, thus encouraging students to be actively and seriously involved in learning (Pramita, dalam Sinaga et al., 2025). This tendency is also reflected through enthusiasm, greater attention, and active participation of students in various learning activities (Primastami & Insani, 2024), and in turn influences the quality of student engagement with the learning methods and media used by teachers (Situmorang et al., 2023).

Referring to these various views, interest in learning in this study is understood as an internal drive of students characterized by a feeling of pleasure and attention to learning, which is then measured through four indicators, namely feelings of pleasure, interest, attention, and student involvement, as stated by Slameto in Situmeang et al., (2024).

Student learning interest is influenced by internal factors, such as learning motivation, attitudes towards learning, and curiosity, as well as external factors, such as the role of teachers, parental support, and the school and social environment, which interact to influence the level of student interest in learning (T. Hidayat & Sariani, 2025). This study focuses on one of the external factors, namely learning media, because this aspect is under the control of teachers and can be directly intervened to increase student learning interest.

2.2 Learning Media

Learning media etymologically means an intermediary that conveys messages from the source to the recipient of the message in the learning process (Arsyad, in Astuti et al., 2024), including tools, methods, and techniques used to increase the effectiveness of interactions between teachers and students (Hamalik, in Astuti et al., 2024). Learning media plays a strategic role in creating a conducive learning atmosphere and encouraging student activity (Karim & Bahar, 2024), facilitating the delivery of information to students (Aris et al., 2024), and supporting the distribution of learning messages in a planned and efficient manner (Indriani, in Wahyuni et al., 2025).

Selecting appropriate learning media contributes to the effectiveness of material delivery, ease of student understanding, and the overall appeal of the learning process (Fadilah et al., 2023). Engagingly designed learning media not only supports material delivery but also has the potential to increase student learning motivation (S et al., 2025). Therefore, utilizing appropriate learning media is expected to create more meaningful learning experiences and encourage student learning interest.

2.3 Canva Application as a Learning Media

Canva is an online graphic design application that provides templates and visual features, making it easy for teachers and students to creatively design learning media without requiring specialized graphic design skills (Fitriyah & Farisia, 2024). The availability of blank worksheets and ready-to-use templates allows users, including beginners, to independently create learning media (Ende et al., in Citradevi, 2023), while the drag-and-drop feature simplifies the design process and supports collaboration in learning activities (Miftahul Jannah et al., 2023). The combination of text, images, color, and animation in Canva is considered capable of increasing student engagement and helping teachers deliver material in a more varied and communicative manner (Sari et al., 2023).

The theoretical basis of this research refers to multimedia learning theory, which states that presenting material through a combination of visual and verbal elements can increase student attention, understanding, and engagement in the learning process (Mayer, 2021). The use of Canva as a visual medium is believed to stimulate student interest and create a more engaging learning process (Putra et al., 2023). Based on this study, the use of the Canva application in this study was measured using four indicators: ease of use, visual appearance or appeal, material clarity, and effectiveness of use.

2.4 Relevant Research

Ayni et al. (2024) research on social studies found a significant increase in student learning interest after implementing Canva through a one-group pretest-posttest design. Pebriyanto & Hermawan, (2024) on Matrix material at the high school level found a significant difference in learning interest between classes using Canva and classes using conventional media through a quasi-experimental design. Meanwhile, Alqomah et al. (2024) on economics found a positive effect of Canva-based media on student motivation and learning outcomes, although the study did not place learning interest as the main dependent variable.

These three studies confirm Canva's potential to support the affective aspects of learning, but studies specifically examining Canva's influence on learning interest in Economics at the high school level are limited. This creates a research gap that this study seeks to fill.

2.5 Framework and Hypothesis

This research framework positions the use of the Canva application as a learning medium (variable X) as an independent variable suspected of influencing students' learning interest (variable Y). Variable X is measured through indicators of ease of use, visual appearance/appeal, material clarity, and effectiveness of use, while variable Y is measured through indicators of students' feelings of enjoyment, interest, attention, and engagement.

Based on this framework, the research hypothesis is formulated as follows: H₀, the use of the Canva application as a learning medium does not affect the learning interest of class X students in the Economics subject at SMA Negeri 15 Bone; H₁, the use of the Canva application as a learning medium affects the learning interest of class X students in the Economics subject at SMA Negeri 15 Bone.

3. Research Methods and Materials

This study used a quantitative approach with the ex post facto method, which is an approach that traces the influence between variables based on existing conditions without any treatment provided by the researcher (Sugiyono, 2023). The study was conducted from February to May of the 2025/2026 academic year at SMA Negeri 15 Bone, located in Ulaweng Village, Ulaweng District, Bone Regency.

The research population included all 373 students of class X of SMA Negeri 15 Bone in the 2025/2026 academic year, spread across eleven study groups. The research sample consisted of 50 students, consisting of 12 male students and 38 female students, who were selected using a simple random sampling technique, namely random sampling without considering certain strata so that each member of the population has an equal chance of being selected.

The independent variable (X) in this study is the use of the Canva application as a learning medium, which is measured based on students' perceptions of the presentation of Economics material through presentation slides, infographics, images, and short Canva-based videos. The dependent variable (Y) is students' learning interest, namely the level of students' tendency to pay attention, follow, and be actively involved in Economics learning.

Data were collected through a questionnaire as the main instrument and documentation as a supporting technique. The questionnaire was constructed using a five-point Likert scale (Strongly Agree = 5 to Strongly Disagree = 1) with positive and negative statements, each consisting of 16 items for variable X and 16 items for variable Y (Sugiyono, 2023). A trial of the instrument on 30 respondents showed that all items were declared valid based on a significant

Pearson correlation value at the 0.05 level, and reliable with a Cronbach's Alpha value of 0.895 for variable X and 0.898 for variable Y, so the instrument is suitable for use in research data collection.

Data analysis was conducted in three stages using SPSS version 26. First, descriptive analysis was used to describe the minimum, maximum, average, and standard deviation values for each variable. Second, classical assumption tests, including the normality test using the Kolmogorov-Smirnov method, the linearity test based on the Deviation from Linearity value, and the heteroscedasticity test using the Glejser method, were conducted as prerequisites before the regression analysis. Third, hypothesis testing was conducted using simple linear regression analysis to examine the effect of variable X on variable Y.

4. Results and Discussion

4.1 Research Results

The results of the descriptive analysis of 50 respondents are presented in Table 1.

Table 1. Descriptive Statistics Results

Variables	N	Minimum	Maximum	Mean	Standard Deviation
Using the Canva App	50	53	79	67,08	6,28
Interest in Learning	50	56	80	68,02	6,14

Based on Table 1, the Canva application usage variable (X) obtained a minimum score of 53 and a maximum of 79, with an average of 67.08 and a standard deviation of 6.28. The student learning interest variable (Y) obtained a minimum score of 56 and a maximum of 80, with an average of 68.02 and a standard deviation of 6.14. The standard deviation value is smaller than the average value for both variables indicating a relatively homogeneous data distribution, so it is quite representative in describing the condition of the respondents.

Table 2. Classical Assumption Test Results

Testing	Significance Value	Information
Normality (Kolmogorov-Smirnov)	0,200	Normally Distributed
Linearitas (Deviation from Linearity)	0,215	Linear Relationship
Heteroscedasticity (Glejser Test)	0,495	There is no heteroscedasticity

The normality test using the Kolmogorov-Smirnov method yielded a significance value of 0.200 (> 0.05), indicating that the research data were normally distributed. The linearity test yielded a significance value of Deviation from Linearity of 0.215 (> 0.05), confirming that the relationship between the two variables was linear without significant deviations. The heteroscedasticity test using the Glejser method yielded a significance value of 0.495 (> 0.05) on the X variable, thus the regression model was declared free from heteroscedasticity symptoms. These three test results indicate that the research data has met the requirements for further analysis using simple linear regression.

Table 3. Simple Linear Regression Analysis Results

Variables	Coefficient (B)	Sig.
Permanent	15,640	0,009
Using the Canva Application as a Learning Media	0,781	0,000

Based on Table 3, the constant value is 15.640 (Sig. = 0.009) and the regression coefficient of variable X is 0.781 (Sig. = 0.000), so the regression equation is formulated as $Y = 15.640 + 0.781X$. Based on the results of the regression analysis, the use of the Canva application as a learning medium has an effect on students' learning interest, so H_1 is accepted and H_0 is rejected.

4.2 Discussion

The regression equation $Y = 15.640 + 0.781X$ indicates that every one-unit increase in Canva application usage is followed by an increase in student learning interest of 0.781 units, while the constant value of 15.640 describes the baseline level of learning interest when Canva usage is at a constant condition. This finding indicates a positive relationship between the two variables, namely the more optimal the use of Canva in learning, the higher the tendency of student learning interest.

These findings align with multimedia learning theory, which asserts that combining visual and verbal elements in presenting material can enhance student attention, understanding, and engagement (Mayer, 2021). As a digital visual medium, Canva enables the presentation of economics material, which is rich in abstract concepts such as supply - demand curves and various macroeconomic indicators, in the form of images, colors, icons, and structured layouts, thus helping students understand the material in a more concrete and engaging manner (Putra et al., 2023).

These results also strengthen the findings of previous studies. Ayni et al. (2024) reported a significant increase in interest in learning social studies after implementing Canva, while Pebriyanto & Hermawan, (2024) found a significant difference in learning interest between Canva -based classes and conventional classes in Mathematics learning. In line with this, Alqomah et al. (2024) found a positive effect of Canva-based media on motivation and learning outcomes in Economics, which is conceptually closely related to learning interest as an affective aspect. This study extends these findings by placing learning interest as the main dependent variable specifically in Economics learning at the high school level, a context that has not been widely studied before.

Practically, Canva's interactive interface helps create a less monotonous learning environment, encouraging students to focus more, ask questions more actively, and be more enthusiastic about completing assignments compared to learning that relies solely on lectures. This situation is relevant to the characteristics of digital generation students, who tend to be more responsive to visual and interactive media (Ismawati et al., 2025), while also emphasizing the importance of teachers' role in selecting and integrating learning media that are appropriate to the characteristics of students and the teaching materials.

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the use of the Canva application as a learning medium has an effect on the learning interest of class X students in the Economics subject at SMA Negeri 15 Bone, as indicated by the regression equation $Y = 15.640 + 0.781X$. The more optimal the use of Canva in presenting learning materials, the higher the tendency of student learning interest.

These findings strengthen the theoretical foundation of multimedia learning and emphasize the relevance of digital visual media in supporting the affective aspects of Economics learning at the high school level. Further research is recommended to expand the sample size and research locations, and consider the use of experimental designs to obtain a more comprehensive picture of Canva's influence on student learning interest.

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