



Developing Interactive Learning Media Based- Canva in General English at Al-Islam polytechnic

Wahyu Trimastuti¹, Rudi Hartono², Sri Wahyuni³

¹Politeknik Piksi Ganesha, Bandung

^{2,3} Universitas Negeri Semarang, Semarang

Corresponding E-Mail: trimastutiw@gmail.com

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Abstract

The development of technology in education has had a significant impact on English Language Teaching (ELT), including General English learning model. In General English learning, teachers are required to use learning models that improve student's interest in learning process. One of learning model to teach General English for students is applying technology media based-Canva. This learning media created by taking the needs which coverage of General English learning material. The aim of this research is to determine the development of learning media and to know students' responses to the interactive learning media based-Canva in General English. This research applies Research and Development (R & D). The development model in this study uses the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The subjects in this research are 16 undergraduate students of Hospital Administration/23 at Al-Islam Polytechnic. The instruments used in this study were an open questionnaire sheet, material aspect validation sheet, and media aspect validation sheet. The analytical technique used is descriptive qualitative analysis technique and quantitative analysis by finding the average score obtained from the validator's assessment and looking at the criteria. Validation results from experts of media tell a percentage of 96%, which is included in the very valid category. Meanwhile, validation results from experts of material obtained a percentage of 95%, that is very valid category. Meanwhile, the feasibility of interactive media learning based-Canva, obtained a percentage of 94% with the criteria "Very Good". It can be concluded that interactive learning media is "Appropriate" criteria for use as learning media. In addition, this result of the study can be used as a beginning step to conduct further research to investigate the long-term impact of Canva-based interactive learning media on student engagement and learning outcomes.

Keywords: Interactive Learning Media, Canva, General English

Introduction

Education plays an important role in forming a generation that is competent and ready to face current developments. In the globalization era, English is an international language which is spoken all over the world. The role of English is getting more and more important because it can be used as a means of communication with other people around the world with different language backgrounds (Ding & Bruce, 2017). Based on curriculum the objective of English instruction at vocation in higher education, that is to develop the communication ability in English in the form of spoken and written. The ability to communicate consists of listening, speaking, reading, and writing (Mather et al., 2001). These abilities are interrelated and implemented in the General English course that given in the first semester as a general foundation for English for specific purposes. These aspects will be expected to be able to prepare the students to continue to the next stage of education or to get a job, student should have the requirement in English competence needed at the fields of career or business. For anticipating that issue in the globalization era, students should be prepared with the competence related to their department which is supported by their competence in English, both receptive skills (reading and listening) and productive skills (writing and speaking). Therefore, the course of English Language in Health study program of Al- Islam Polytechnic includes General English which supported students' competence in receptive and productive skills especially in health terms.

In general, there are three types of learning theories which are widely known. Those are: behaviorist; cognitive; and humanistic. Constructivism is considered part of the cognitive learning theory which is closely related to other learning concepts such as discovery and meaningful learning. The use of constructivism approach in learning activities is aimed to maximize students' comprehension (Cruickshank, 2006). Constructivism approach view learning as a process of building knowledge and skills of the students. To build their own knowledge and skills, it is necessary for the students to interact with various type of learning materials which are relevant to the instructional objectives.

Rios et al., (2024) state that teaching learning process is an educational objective for transfer knowledge effectively, skills, beliefs, and behaviors. In this case, teachers and students engage in a dynamic and interactive relationship. Then, Rubeba, (2025) tell that teachers are now required to keep up with a range of competencies and be flexible enough to respond to the needs of their students, which will make more active students in due process of teaching and learning. It correlates methodical preparation, execution, and assessment to get the goals. In the learning process, students are guided to improve their skills and abilities to succeed (Remon et al., 2025). Therefore, teachers can apply a media that can increase student interest. These days, technology and experience-based methods are becoming more and more significant in enhancing language learning efficacy by giving students access to a greater variety of language materials and enabling them to communicate with people around the world (Purwasi et al., 2024).

Based on interview with lectures of Al – Islam Polytechnic, the writer finds that students have problem related to their vocabulary. Many students do not like to read and find difficulties to get the message of the text when they join the teaching learning process. They are passive in joining the General English class. Students are less response when asked discussion in every topic. They do not finish their worksheet and have low vocabularies that influence their interest in English lesson. They often talk with others friend while teaching learning process. Despite General English being taught 100 minutes in every meeting, undergraduate students of Al-Islam Polytechnic, often achieve only modest proficiency. Research tells General English scores among them commonly range between 65 and 80, it shows that only 25% who pass the passing grade. Therefore, their General English test result is not good. It is supposed that the method used by the teacher is inappropriate. The method used by the lecture is supposed to be less effective to improve student's skill. The method does not give much opportunity to the students to be active. To respond this, the writer tries to improve student's skill by interactive learning media.

The Ministry of Education, Culture, Research and Technology is currently making a new policy related to improving the quality of higher education graduates in accordance with the needs of the world of work in the future. Regarding the development technology, therefore, lecturers must innovate in carrying out the learning process, one of which is developing interactive learning media. Currently, the use of interactive learning media in digital era is considered an effective way to increase students' interest in the learning process. The use of interactive learning media can create a more interesting, interactive learning experience, and encourage students to be actively involved in the learning process (Daryanes et al., 2023). Learning media as a tool in the teaching and learning process, students are expected to be able to participate in learning with enthusiasm and active (Zhang et al., 2024), (Salas-Rueda et al., 2020). Similarly, by implementing interactive learning, students are able to develop creative, innovative and collaborative thinking abilities (Liliana et al., 2020). It frequently integrates contemporary technology and dynamic teaching strategies. Interactive learning media is a form of digital product or service (multimedia) provided by teachers to students by presenting a variety of learning content such as text, video, audio or video games that are able to attract students' (Baharuddin et al., 2018).

Several studies that have examined interactive media in the learning process include research conducted (Ahmad & Handayani Idrus, n.d., 2025), they state that interactive learning media based on augmented reality can improve student abilities and skills. One application that can be used to develop interactive learning media is Canva. Creating interactive material with the Canva application is a useful and effective way of improving learning among students (Zahrotulmuna Sya et al., 2022).

Regarding incorporating technology in teaching resources, this research supports the encouragement of 21st-century skills among students and propels

forward cutting-edge approaches to learning. The results affirm Canva as a flexible tool for creating teaching resources that improve accessibility and interaction (Purwasi et al., 2024). In addition, (Savitri et al., 2024) discuss the development and viability of interactive economics learning materials based on Canva. The study addresses the limitations of existing teaching materials and low economics student participation.

Research conducted by (Rahayu Mintarsih & Dwanda Putra, 2023), they concluded that the interactive learning multimedia with Canva is an appropriate complement to facilitating English language teaching in primary schools. Its design offers instant student engagement, thereby increasing students' motivation and understanding of the lesson. The product is accessible through computers or devices without an account with Canva, hence its ease of use by both learners and teachers. (Andini & Yarshal, 2024) research regarding Canva-based interactive learning materials are a precious teaching tool for inculcating national pride among elementary school children. It hit the perfect balance between visual appeal and content, improving learning by making it more interactive and relevant to young minds. The study emphasizes the need to marry technology with education to enhance students' engagement and improve learning. (Putri et al., 2024) discuss the creative thinking of fifth-grade science students is well supported by learning resources based on Canva. Then, teachers can design effective and interactive learning activities that make the critical thinking abilities needed to tackle future challenges even better by incorporating tools like Canva in their learning curriculum (Latif et al., 2023). Moreover, Shabur & Siddiki, (2024) state that interactive learning is educational process who have participation, teamwork, and practical exercises by encouraging a two-way communication between educators and students.

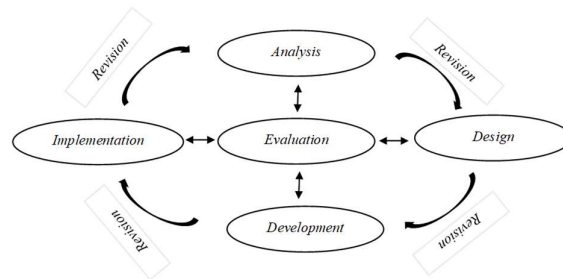
The Canva application is a web-based graphic design tool that is easy to use to create several learning activities that can be accessed at any time to add several supporting elements to the learning material (Musannadah & Jannah, n.d., 2022). In the learning process, the methods used in teaching have an impact on students' ability to receive information and understand material. Therefore, teachers have an important role in the learning process where teachers have a high impact on overall educational success. Hart in (Rubeba, 2025) tell that most characteristics found among teachers frequently were teaching skills, being cheerful and good-natured, patience, not irritable, friendly, compassionate, having interest in students, understanding students, being impartial, and being fair in grading and marking.

Based on previous research on the development of interactive media, there is no research that examines the development of interactive media that primarily targeted higher education levels for Health students. Therefore, the researchers are interested in carrying out a research study on the Developing Interactive Learning Media Based - Canva in General English at Al- Islam Polytechnic. This study aims to 1) Develop interactive learning media product based on Canva; 2) Know a product quality by the experts; and 3) Know product effectiveness by students' responses.

Method

The research method used in this study is a research and development approach from Robert Maribe Branch (2009). According to Sugiyono in (Waruwu, 2024) , (Nadiyah & Faaizah, 2015a), (Ozdilek & Robeck, 2009a) Research and Development is a research method used to develop certain products and to test the effectiveness of these products. This model is a classic flow with five phases: analysis, design, development, implementation, and evaluation (ADDIE) (Yu et al., 2021a) . The suggestions provided during the evaluation phase can inform future revisions of other phases. This research uses a development model adapted from the ADDIE. These models consist of 5 stages, namely analysis, design, development, implementation and evaluation.

Figure 1. ADDIE Research Model



The development model in this study uses the ADDIE model, this research was carried out to the development stage consisting of: (1) Analysis, at this stage an analysis of the concept of material, analysis of student needs, and media analysis was carried out. The analysis phase is used to determine the target's demands and concerns as well as to research the specifications of the criteria required for this module's creation (Abd Razak et al., 2020). (2) Design, at this stage the design of the product to be developed begins. (3) Development, at this stage the manufacture of the initial product will then be tested for the feasibility of the product in terms of the validation aspect which will be carried out by material expert lecturers and media experts. (4) Implementation, in the implementation stage, the learning media that has been validated by material experts and media experts was then tested on 16 undergraduate students of class Hospital Administration/23 Al-Islam Polytechnic. After students use this learning media, students are asked to fill out the questionnaire that has been provided. (5) Evaluation, the evaluation stage is the completion stage of the learning media being developed so that the next step is the distribution of learning media which is deemed to have no further revisions.

The population of this study are material expert validator, media validator, and undergraduate students in Health study program. The sample in this study consisted of experts in the fields of media technology, substance content, and fourth semester undergraduate administration hospital. Students selected by purposive sampling. The author chooses purposive sampling in this study because requires in-depth understanding from individuals with specific experiences or characteristics directly tied to the research question.

This Canva-based interactive learning multimedia product was carried out through product validation and testing to know the weaknesses of the product that had been developed. Validation tests are carried out by the experts (media expert, material expert and learning expert). Meanwhile, product testing was carried out on English lectures and undergraduate students of class Hospital Administration/23 Al-Islam Polytechnic.

The data analysis techniques used in this research are qualitative and quantitative data analysis techniques. Qualitative data analysis was carried out by describing data obtained from evaluating comments and suggestions from media expert, material expert, learning expert, teacher and undergraduate students during tested of Canva-based interactive learning multimedia products. Meanwhile, quantitative data analysis was obtained from the scores resulting from assessment sheets in the form of questionnaires given to media expert, material expert, learning expert, teacher and students to assess the quality of Canva-based interactive learning multimedia products. Filling in the assessment sheet is done by providing a checklist (√) in the categories provided.

The expert validation assessment sheet and teacher responses were made using a Likert scoring guidelines. According to Sugiyono (202) explains that the Likert scoring guidelines is an answer to measure the attitudes, perceptions and opinions of a person or group of people regarding the potential and problems of an object, the design of a product, the process of making a product, and products that have been developed or created. The answer choices range from "Very Good" to "Bad". The following are the Likert scoring guidelines:

Table 1. Scoring Guidelines (Likert)

Category	Score
Very Good	5
Good	4
Sufficient	3
Deficient	2

Then, the author used questionnaires to collect the data. The data analyzed

includes product development process data and students' responses to the interactive learning media based-Canva. This research ensured that the instruments (questionnaire) are tried out for validity and reliability. This demonstrates an ethical requirement to avoid misrepresentation and unbiased measurement of outcomes. These ethical procedures reflect the study's commitment to fair and unbiased measurement of outcomes

Results & Discussion

The result of this study is to develop interactive learning media based-Canva for undergraduate students in learning General English. It is expected that the learning media developed can help teachers easily to manage and organize learning activities that can be accessed anytime and anywhere. This study uses the ADDIE development model through analysis, design, development, implementation and evaluation.

Analysis

The initial stage in this design is analysis stage. The Analysis phase involves the investigation of learner, content, and task and how these influence the design of instruction (Cahyadi, 2019; Cotter et al., 2023). This stage aims to take concept of learning materials; analysis of student needs and media analysis was carried out. The analysis stage is divided into two parts, namely, the needs analysis and the material analysis stage (Hidayat SMP Negeri et al., n.d.). The goal of the needs analysis stage is to be able to find out the problems found when learning General English. The author found that some students were less interested in learning caused learning media is less varied in teaching learning process. In General English learning, teachers often use fewer interactive media to explain the material. However, this is still not optimal for increasing students' interest in learning. Then, students lack focus and talk to their friends while learning process, which results in English language skills not optimal and they get less grade in final examination.

Design

In this stage, the design of the product to be developed begins. This stage is the stage where determine parts material and animation will be insert in the learning media (Putri Weldami & Yogica, 2023). Animation video is a media combining moving pictures, texts, and graphics integrated with sound and voice (Pujiani et al., 2022). Animation is used to provide visual illustrations of learning material. Including several interactive features and an attractive visual layout, it is expected that students will be more interested and enthusiastic about learning. In other words, this stage also ensures that the application is not only visually attractive but also effective in supporting the overall learning process from the learning media development.

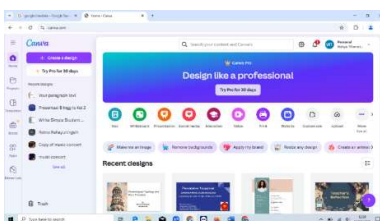
Development

At this stage, the materials were preparation that used to created product (Yu et al., 2021b). The expert with expertise in materials and media will review the first product's manufacturing process to determine whether it is feasible from a validation standpoint. Then, to validation product by the media expert and material expert before being testing on the students.

Developing Learning Media

This stage is the stage of media creation, by assembling all components including material, evaluation and images into interactive learning media (Nadiyah & Faaizah, 2015b). The learning media design is adjusted to the predetermined storyboard. The first step is to create interactive learning media in Canva which has been assembled with a storyboard consisting of several features, such as the home page, goals of lessons, materials, quiz, back, and next. The materials consist of family matters, healthcare, education, job market, and cultural differences.

Figure 2. Display Canva's Home Screen



Home Page: The home page of interactive learning media based Canva has the title 'GENERAL ENGLISH'. There is an icon 'Play', which can be clicked on the play animation which means starting the learning media.

Figure 3. Home Page



Page Menu: The page menu contains several element options that can be accessed, such as: learning objectives, learning materials, evaluation, and quiz. This page allows users to choose which page they want to be accessed.

Figure 4. Page Menu



Learning Objectives Page: The learning objectives page contains the learning objectives to be achieved in the lesson. This allows users to know what learning objectives they want to achieve.

Figure 5. Learning Objectives



Learning Material Page: The learning material page contains course that provides an understanding in English skill that focus on professional career. The materials consist of family matters, healthcare, education, job market, and cultural differences.

Figure 6. Learning Material



Learning Evaluation Page: The evaluation page contains fifteen multiple choice questions, where the multiple choice is to find out the extent of students' understanding regarding the material in the learning media.

Figure 7. Learning Evaluation



Expert Validation Results

Prior to testing on the students, the created Canva-based interactive learning multimedia is put through a product validation test by media experts, material experts, and learning experts to identify its quality. The validation is carried out by giving the validator the first developed product result so that they can validate all components of the assessment. In the meantime, based on expert opinion, the revision and improvement are carried out progressively.

Validity Results of Material Expert

Expert validator in the material is an assessment material validity that used in developing interactive learning media based-Canva. The goals are to determine the feasibility and validity of the material in the material being developed. The material expert validator is Santy Christinawati S.S., M.Hum, she is a lecturer at Pasundan University, Bandung. Validator proposes to revise the material before carrying out validation for interactive learning media based-Canva.

Table 1. Revision of Material Expert

No.	Material Revision	Meeting
1	The material developed should be according to the level of student development	1 st
2	The evaluation questions on the media can be used as feedback to know student's ability	1 st
3	Images on the media less suitable with the subject matter	1 st
Validator's Decision		To be Revised

Table 2. Validity Result of Material Expert

No.	Questioner	Score
1	The suitability of the material with the learning objectives	3
2	The topic of materials is clear and easy understand	4
3	The material presented can help students in solving the given is	3
4	The material presented interesting	4
5	The truth of the concept material presented	4
6	Videos on media can help students understand the subject matter	4
7	Videos in the interactive media are suitable with the material	4
8	Images on the media can help students understand the subject matter	4
9	The language used in the material is simple and easy to understand	4
10	The suitability of the evaluation with the material	4
Total		38

$$p = \frac{f(\text{score})}{N(\text{total score})} \times 100\%$$

$$= \frac{38}{40} \times 100\%$$

= 95 % (very good)

Then, after being revised at second meeting, the data validation revised decided that the material expert validation is accepted. Therefore, the results of the material expert called a very good category and suitable for use.

Validity Results of Media Expert

Validation by media experts is a process of assessment and evaluation to determine the feasibility of interactive media designs created using Canva. Validity of media expert carried out by Sali Setiatin S.T., M.M as lecture at Polytechnic Piksi Ganesha Bandung. The following are the revision and validity results of media expert.

Table 3. Media Expert Revision

No.	Media Revision	Meeting
1	Display design less relevant for interactive Learning material	1 st
2	The menu displays on the media should be easier for users	1 st
3	Fonts the letters on the media less clear	1 st
4	The buttons must have colours and icons consistently	1 st
	Validator's Decision	To be Revised

Table 4. Media Expert Validation Results

No.	Questioner	Score
1	Display design according to the characteristics of interactive learning media users	4
2	The menu displays on the media can make it easier for users	5
3	Fonts the letters on the media can be read by the user	5
4	The buttons have consistent colours and icon	5
5	The colours used are consistent and unobtrusive	5
6	The media are effective and efficient	5
7	Videos on media are easy to understand	5
8	The media are effective and efficient	5
9	The media is interactive	5
10	The image on the media is clear	4

Total	48
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$$p = \frac{f(\text{score})}{N(\text{total score})} \times 100\%$$

$$= \frac{48}{50} \times 100\%$$

$$= 96\% \text{ (very good)}$$

According to the media experts' evaluation results, the interactive media with the support of Canva achieved a score of 96% in the "Very Good" category. Media expert validator accepted that the media is suitable for use.

Implementation

The Implementation phase addresses the execution of the instructional materials or program (Ozdilek & Robeck, 2009b). At the implementation stage, the learning media that has been validated by material experts and media experts was then tested on teacher and students of health students. After students use this learning media, students are asked to fill out the questionnaire that has been provided.

Table 5. Students' Responses Questionnaire

No.	Questioner	Score
1	The material in the media interactive learning is suitable with General English material	4
2	The suitability of the material with the learning objectives	5
3	The material created student interest for learning	5
4	The materials and examples created can develop students learning motivation	4
5	The colours used are consistent and unobtrusive	5
6	The Canva-based interactive learning multimedia is easy to use	5
7	Videos on media are easy to understand	5
8	The media are effective and efficient	4
9	The media is interactive and delivered well	5
10	The image on the media is clear and develop student interest	5
Total		47

$$p = \frac{f(\text{score})}{N(\text{total score})} \times 100\%$$

$$= \frac{47}{50} \times 100\%$$

= 94 % (very good)

The results of the student validation responses obtained from the aspects of interest, material and language achieved a score of 94% so that the level of suitability of the learning media is categorized as very good.

Evaluation

The evaluation stage is the last stage of the developed learning media. Then, the next step is the distribution of learning media that is considered to have no more revisions.

The purpose of this study is to create interactive learning materials for Health students at Polytechnic Al Islam in the General English course using Canva and to assess the viability of the learning materials created. The researcher used the ADDIE development process, which consists of five stages: analysis, design, development, implementation, and evaluation, to create interactive learning materials based on Canva. Below is a descriptive statistical analysis in this study:

Table 2. Data Results

	N	Minimum	Maximum	Mean	Std.Dev
Pre-test	10	20	40	19.12	5.402
Post-test	10	38	47	26.44	6.418

Based on Table 2, the difference in the average learning outcomes can be seen. To see the difference, the learning outcomes in the post-test obtained an average of 26.44. The next analysis is a normality test on the pre-test and post-test scores using SPSS with a significance level 0.05 with the Kolmogorov Smirnov test using SPSS. The condition of whether the data is normally distributed or not is seen from the sig value. > 0.05 (5%), then the distribution and the sig value are normal.

Based on the interviews with lecturer, the method used by the lecture is supposed to be less effective to improve student's skill. The method does not give much opportunity to the students to be active. Then, an analysis of material was conducted to make sure that the chosen content aligned with the curriculum, the students' level of comprehension, and could support efficient learning. It was determined that the material may be utilized in interactive learning materials because it was thought to have a distinct degree of difficulty for students. It proved that brief procedural knowledge feedback can trigger problem solving ability and improve learning performance (Spatioti et al., 2022)

The product development is used to assist lectures to teach in General English in order to students can increase their vocabulary in Health terms. The given materials have been modified to align with the learning objectives. Multimedia components (reading text, figure, video, and animations) are included in the items' aesthetically pleasing packaging. To assess the quality of Canva-based interactive learning multimedia, this product has been tested on students, media experts and material experts.

Conclusion

Based on the result, media experts' evaluation results, the interactive media with the support of Canva achieved a score of 96% in "Very Good" category. Meanwhile, media experts' evaluation results, the interactive media with the support of Canva achieved a score of 96% in "Very Good" category. Then, after being validated by the experts, this product was tested on Health Students at Polytechnic Al Islam. The results of the student validation responses obtained from the aspects of interest, material and language achieved a score of 94% so that the level of suitability of the learning media is categorized as very good. Based on the overall scores, are obtained by the experts and students, it can be concluded that Canva-based interactive learning multimedia of General English for Health students in Polytechnic Al Islam Bandung is very good quality and is suitable for implementation.

In this study, the development product interactive learning media based on Canva has strength and weaknesses. The strength of this product is consisting of: (1) A computer or other device can be used to access this learning multimedia; (2) Through the usage of a software link, students can readily access this learning multimedia; (3) The students can learn independently using the Canva-based interactive learning multimedia as they as the material need; (4) This learning multimedia includes videos and examples which student easier understand the material. Meanwhile, the weaknesses are as follows: 1) it can only be accessible online with internet connection; and 2) the products which develop are limited to General English materials only.

Based on the conclusions that have been stated, it can be suggested for students to be able to apply Canva application as a means to learn, both at school and outside of school, and can be more enthusiastic and increase activeness at school, especially in General English subjects. Lectures are expected to be able to utilize Canva as an alternative creative and interesting learning media for students and it is hoped that lectures will be able to be more varied in using learning media.

Further researchers are expected could expand that include a more diverse or larger population. Besides that, could use populations that differ in age, gender, ethnicity, or socioeconomic status to determine if results hold across diverse demographic groups. Last, further researcher hopefully could provide a more comprehensive understanding of complex phenomena using mixed-methods.

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