

**HARNESSING CANVA APPLICATION FOR ENGLISH LANGUAGE
TEACHING: A CASE STUDY OF TEACHERS' PERCEPTIONS**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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PERNYATAAN

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ABSTRACT

The integration of digital technology has become an important aspect of English Language Teaching (ELT) under the implementation of the *Kurikulum Merdeka*. Canva is one of the digital platforms widely used to support interactive and engaging learning. This study aimed to explore English teachers' perceptions of Canva implementation in ELT, identify its perceived benefits, and investigate the challenges encountered during its implementation. This study employed a qualitative approach using a case study design. The research was conducted at SMA Negeri 10 Palembang and involved two English teachers selected through purposive sampling. Data were collected through semi-structured interviews using an expert-validated interview guide (Aiken's $V = 0.861$) and analysed using Braun and Clarke's (2021) thematic analysis. The findings revealed that the teachers perceived Canva positively as an instructional medium that facilitated lesson preparation, supported engaging classroom activities, and aligned with the *Kurikulum Merdeka*. They also reported benefits in improving instructional efficiency, students' engagement, confidence, and creativity. However, challenges included unstable internet connectivity, limited technological facilities, and differences in students' digital readiness. These challenges were addressed through flexible instructional strategies and continuous teacher support. The study concludes that Canva effectively supports meaningful ELT when integrated with appropriate pedagogical practices and supported by teachers' adaptability and institutional support.

Keywords: *Canva, English Language Teaching, teachers' perceptions, qualitative case study, Kurikulum Merdeka.*

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CHAPTER I

INTRODUCTION

This chapter presents the research background, the research problem and its limitations, research formulation of the problem, objectives of the research, and significance of the research.

1.1 Background of the Research

The incorporation of technology in English Language Teaching (ELT) has become crucial in the 21st century education, notably with the implementation of *Indonesia's Kurikulum Merdeka*, which stresses learner-centred, creative, and contextualized learning. The rapid expansion of digital technology has resulted in substantial changes in educational processes, particularly in English Language Teaching (ELT). Technology integration in language teaching is intimately related to movements toward communicative, learner-centred, and meaning-based instruction. In Indonesia, this shift is consistent with the implementation of *Kurikulum Merdeka*, which promotes student-centred learning, differentiated instruction, creativity, and the development of 21st-century capabilities. Within this curriculum framework, teachers were expected to create relevant learning experiences that promote students' critical thinking, teamwork, communication, and digital literacy (Jordan et al. 2025).

According to Mishra and Koehler (2025), Technological Pedagogical Content Knowledge (TPACK), effective technology integration in education requires the interplay of technological knowledge, pedagogical knowledge, and

content knowledge. Teachers are not only expected to master digital tools but also to understand how these tools support teaching strategies and subject matter. In this study, Canva is positioned as a digital platform that enables English teachers to design creative, interactive, and student-centred learning materials aligned with the goals of *Kurikulum Merdeka*. By utilizing Canva, teachers combine technological knowledge (skills in using digital design applications), pedagogical knowledge (strategies such as project-based learning and collaborative activities), and content knowledge (English language materials and skills). This integration strengthens the pedagogical value of Canva and demonstrates how TPACK provides a relevant conceptual lens for exploring teachers' perceptions of technology use in English Language Teaching.

Kurikulum Merdeka encourages learning activities that are flexible, contextual, and sensitive to students' needs and interests. Teachers are expected to create teaching and learning resources that promote project-based learning, engaging assignments, and realistic language use (Kemendikbudristek, 2024). As a result, digital applications play an important role in curriculum implementation, particularly those that enable teachers to create visually compelling, interactive, and easily customizable educational materials (Syafuruddin et al. 2025).

Canva is a web-based graphic design application that enables teachers to create visually compelling educational materials without requiring sophisticated technical expertise. Canva provides a variety of templates and design elements to help build English language teaching (ELT) that is aligned with curricular goals. Previous research has shown that using Canva can increase teacher creativity and

improve the quality of learning media (Fauziah & Kalisa, 2023), as well as strengthen teachers' digital literacy and instructional design competence through systematic use and training (Calavia et al, 2023). From a curriculum development standpoint, teacher-designed platforms like Canva offer flexibility and autonomy, allowing teachers to tailor learning materials to students' settings and learning characteristics.

Although digital technologies like Canva have exciting prospects for improving English language teaching, their use is not restrictions (Sim et al. 2023). Technological tools may pose infrastructural, access, and digital preparedness difficulties, as well as the risk of prioritizing visual appeal above educational substance (Zou et al. 2025). As a result, Canva's success cannot be considered to be universal or intrinsically good, as it is extremely contextual and depends on unique classroom situations, curriculum needs, and instructors' educational aims. In this way, Canva should be seen as a teaching tool rather than a predictor of learning outcomes. Instead of simply using technology, teachers play an important role as decision-makers who pick, adapt, and customize learning resources based on students' needs and learning objectives.

The perspective underlines that meaningful technology integration in ELT is dependent on teachers' professional judgment and pedagogical ability, which ensures that digital tools like Canva serve instructional aims rather than replacing teachers' instructional agency. This viewpoint underlines that meaningful technology integration in ELT is dependent on teachers' professional judgment

and pedagogical ability, which ensures that digital tools like Canva serve instructional aims rather than replacing teachers' instructional agency.

Canva also allows English teachers to create more unique and customized instructional materials. Canva promotes instructors' liberty and creativity in creating learning resources that correspond with instructional objectives and students' requirements by allowing them to choose layouts, visual elements, and design features (Yuliana et al. 2023). Allowing students to interact with self-created learning materials can boost intrinsic motivation; nevertheless, teachers mostly facilitate this process through the assignments and resources they create. Teachers can use Canva to inspire students to participate in creative language activities while also directing their development of English skills, presenting abilities, and effective communication (Fitria et al. 2022).

Canva provides various practical benefits for English teachers when compared to other design or presentation platforms, making it an invaluable tool for instructional material creation. Research reveals that Canva is widely praised by educators for its ease of use and versatility, allowing teachers to make visually appealing teaching media without the need for advanced design skills, which can save preparation time and boost creativity in lesson planning (Kiki et al. 2025).

Unlike traditional tools like PowerPoint, which may require software installation and more technical knowledge, Canva is completely online, with cloud-based access and a wide range of ready-to-use templates, making it easier for teachers to create engaging materials quickly and collaboratively (Ramli & Chumayroh, 2024). Studies further note that Canva facilitates interactive learning

via its capacity to combine multimedia components such as infographics, films, and animations, which can help teachers explain complicated language topics in clearer and more student-centred ways (Ilyas et al. 2023). The educational version of Canva for Education includes classroom-specific features such as shared design projects and collaborative editing between teachers and students, which increase instructional versatility and support differentiated learning activities beyond what basic slide or graphic software can provide.

Several studies have looked into the usage of Canva in English language learning. According to Hidayati (2023), the study results show that using the Canva program for an English assignment is a pleasant learning medium that improves students' creativity, understanding, and motivation. Sugiarni et al. (2024) stated that Canva assisted English teachers in creating digital learning materials and implementing interactive education.

Furthermore, Elsa and Anwar (2021) discovered that teachers viewed Canva as a useful tool for creating virtual teaching materials in English lessons. Although these studies suggest that Canva has a beneficial influence, the majority of studies still focus on learning outcomes or general implementation, with little in-depth exploration of English instructors' opinions, particularly in Indonesian senior high schools under *Kurikulum Merdeka*. Most of these studies were primarily concerned with students' learning results rather than teachers' perceptions.

Teachers' perspectives are critical in evaluating the effectiveness of technology integration in the classroom. According to Syahdan et al. (2023),

teachers' attitudes and perceptions have a significant impact on their instructional decisions and classroom practices. Understanding teachers' opinions becomes increasingly crucial as *Kurikulum Merdeka* is implemented and teachers are given more authority in producing learning materials. Despite the growing popularity of Canva among teachers, there is no empirical study on how English teachers perceive Canva as an instructional tool in Indonesia.

This study was conducted at SMA 10 Palembang, a senior high school that has adopted *Kurikulum Merdeka*. As a senior high school, the school provides an appropriate framework for investigating how English teachers incorporate digital applications to suit curriculum expectations and students' learning needs. Preliminary Research. Prior to conducting the main study, the researcher carried out a preliminary investigation at SMA Negeri 10 Palembang on February 4, 2026, through informal interviews with two English teachers.

The preliminary interviews revealed that both teachers had integrated Canva into their instructional practices to design presentation slides, visual learning materials, worksheets, and classroom activities. They perceived Canva as a practical and engaging instructional medium that supported lesson preparation and facilitated more interactive learning. The teachers also indicated that Canva encouraged students to participate more actively during English lessons and provided opportunities for creative learning experiences.

Despite these positive perceptions, the preliminary investigation also identified several challenges. The participants reported that unstable internet connectivity, limited technological facilities, and differences in students' digital

literacy occasionally hindered the effective implementation of Canva in classroom instruction. In addition, the teachers demonstrated different approaches to integrating Canva into lesson planning and classroom activities, suggesting that their experiences were influenced by their instructional contexts and professional practices.

The findings of the preliminary investigation confirmed that the implementation of Canva in English Language Teaching involves complex pedagogical experiences that extend beyond the use of digital technology itself. These initial findings strengthened the rationale for conducting an in-depth qualitative case study and contributed to the formulation of the three research questions concerning teachers' perceptions, perceived benefits, and challenges of implementing Canva in English Language Teaching under the *Kurikulum Merdeka*. Previous studies have tended to focus on quantitative outputs or student responses, creating a research gap for in-depth qualitative explorations of teachers' experiences, problems, and perceived benefits of utilizing Canva in ELT.

As a result, the purpose of this study is to investigate the perspectives of English teachers at SMA 10 Palembang about the usage of Canva in English Language Teaching using a qualitative case study approach. This study aims to provide a more comprehensive understanding of technology integration within the *Kurikulum Merdeka* framework by focusing on teachers' lived experiences and contextual practices. The findings were expected to provide practical insights for English teachers, school administrators, and curriculum developers, while also contributing to the current database of ELT research in Indonesia.

Subsequently, the incorporation of digital technology into English Language Teaching has become increasingly significant, particularly in the context of *Kurikulum Merdeka*, which promotes learner-centred learning, creativity, and digital literacy. Canva, a visual-based digital design application, could help English teachers create interesting and flexible educational resources that correspond with senior high school curriculum objectives. Although earlier studies have emphasized Canva's usefulness in improving students' learning outcomes and engagement, little study has been conducted on English teachers' perspectives and experiences with this application.

1.2. Problem of the Research

According to the elaboration above, the problems identified in this study include the limited exploration of English teachers' perceptions of Canva, their experiences with challenges and benefits in using digital platforms, particularly within *Kurikulum Merdeka* in English Language Teaching (ELT), and the lack of qualitative case studies focusing on the Indonesian high school context. This study is only open to English Teachers at senior high school who have used Canva in their teaching practice. The emphasis is on instructors' perceptions, benefits, and issues with Canva in ELT.

1.3. Formulation of the problems

Based on the problem's limitation, the problem of this research as follows:

1. How did English teachers perceive the use of Canva in ELT under *Kurikulum Merdeka*?

2. What benefits were perceived by the teachers when integrating Canva in ELT?
3. What challenges were encountered by teachers when integrating Canva into ELT?

1.4. Objectives of the Research

Based on the formulation of the problem above, this research aims to:

1. To explore English teachers' perception of using Canva in English Language Teaching (ELT) within the framework of *Kurikulum Merdeka*.
2. To identify the benefits experienced by teachers' when integrating Canva into their ELT classroom practices.
3. To examine the challenges encountered by teachers' in adopting and applying Canva as a digital learning tool in ELT.

1.5. Significance of the Research

This research is expected to provide both theoretical and practical benefits.

The significance of the research is described as follows:

a. For the Teacher

This study is only open to English Teachers at senior high school who have used Canva in their teaching practice. The emphasis is on instructors' perceptions, benefits, and issues with Canva in ELT.

b. For the Researcher

The study will help the researcher better comprehend digital-based instructional design and provide valuable experience performing academic research on educational technology and English language teaching.

c. For another Researcher

The findings of this study may serve as a foundation for future research on technology integration in language instruction, as well as motivate additional investigation into other digital platforms and their impact on various educational components.

d. Theoretical significance.

This study is expected to add to the understanding of teachers' perceptions of the use of digital technology in English language learning, as well as contribute to the development of digital pedagogy concepts in English Language Teaching.

e. Contextual significance

This study is crucial to the implementation of the Independent Curriculum in Indonesia, where qualitative research on technology integration in language learning is still lacking. The research findings were expected to provide an empirical perspective that supports the development of learning practices in line with current curriculum policies.

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