



## The Use of Canva Application on Material of Advertising Text

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### Abstrak

Pemahaman peserta didik dalam pembelajaran bahasa Indonesia khususnya pada teks iklan masih rendah. Mereka kesulitan memahami dan mengolah informasi dalam teks iklan hanya dengan menggunakan media pembelajaran yang terbatas. Oleh karena itu, diperlukan suatu solusi untuk mengoptimalkan keefektifan pembelajaran teks iklan. Dengan memanfaatkan Aplikasi Canva dapat mengatasi permasalahan tersebut. Tujuan dari penelitian ini adalah untuk membantu guru dan peserta didik eksplorasi dan mempermudah pembelajaran materi teks iklan, membantu peserta didik memahami teks iklan melalui representasi visual yang dibuat dengan aplikasi Canva. Subjek penelitian ini adalah siswa kelas VIII. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan angket, serta teknik analisis data reduksi data. Hasil dari penelitian ini bahwa penggunaan media aplikasi Canva pada pembelajaran teks iklan bahasa Indonesia dinilai efektif dan menarik oleh 100% peserta didik yang dijadikan subjek penelitian. Peserta didik mudah memahami materi pembelajaran teks iklan setelah menggunakan Canva serta meningkatkan keterlibatan peserta didik dalam proses belajar.

**Kata Kunci:** Pemanfaatan, Teks Iklan, Canva.

### Abstract

Students' understanding of Indonesian language learning, especially in advertising texts, was low. They had difficulty in understanding and processing the information in the advertising text using only limited learning media. Therefore, a solution is needed to optimise the effectiveness of advertising text learning. The Canva application can be used to solve this problem. The purpose of this research was to help teachers and students explore and facilitate the learning of advertising text material by helping students understand advertising text through visual representations made with The Canva application. The subjects of this study were 8th grade students. This research used descriptive qualitative methods with data collection techniques through observation, interviews, and questionnaires, as well as data reduction and data analysis techniques. The result of this study was that the use of Canva application media in learning Indonesian advertising text was considered effective and interesting by 100% of students who were used as research subjects. Students easily understand advertising text learning material after using Canva, which increases student involvement in the learning process.

**Keywords:** Advertising Text, Canva, Utilization.

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## 1. INTRODUCTION

The orientation of education is the realization of a generation with character, this is in response to the moral decline of the younger generation. The process of character education is to provide direction for children to have good character and become people with strong character (Lestari & Fathiyah, 2023; Rahmatullah, 2020). In order to improve character, the implementation of character education needs to implement the right moral values into daily life and various other aspects of life. The integration of character in the teaching and learning process shows the importance of character in raising a high-quality generation (Buchori & Setyawati, 2015; Rahmatullah, 2020). Indeed, the implementation of education raises a high-quality, characterful, and moral generation.

Education can be a solution to various life problems that students will face in the future. Therefore, education plays an important role in creating a generation that has a mindset, attitude, and actions that are aligned with the nation's identity (Dewi & Ulfiyah,

2021; Normina, 2017). Education is an inseparable part of social life, and also always develops or changes along with the changes that occur. The technological developments that exist every year can affect developments and changes in the field of education (Başaran, 2013; Supriatna, 2013). In the implementation of education, there are components that influence each other, such as students, teachers, materials, learning media, evaluation, and classroom environment and conditions.

Based on the results of observations and interviews at SMP Negeri 3 Kota Tangerang Selatan, students' ability to understand Bahasa Indonesia lessons, especially advertising texts, is still relatively low. The students had difficulty in understanding the information contained in the advertisement text by only using the books available at school and the limitations of currently accessible learning media in assisting their understanding of advertising messages. The test results of students on advertising text material also show the same thing. This is evidenced in the aspect of the structure of the ad text, which has an average score of 69.5, and in the aspect of the linguistic rules of the ad text, which has an average score of 71.6. The low score of the students was caused by their difficulty understanding the structure and linguistic rules of advertising texts that do not attract the attention of the audience effectively.

The solution can be found through providing creative and innovative learning media to support the learning process. During teaching and learning activities, an attractive media is needed to make students interested and not easily bored. The role of an innovative teacher is needed as a facilitator in order to be able to help students in developing their abilities to gain new knowledge and experiences during the learning process. In this case, learning that is designed interestingly will result in effective learning (Arianti, 2019; Sapriyah, 2019). According to previous study one of the factors determining the quality of learning is an attractive learning design, which is systematically designed (Rahmatullah, 2020). Learning involves a system and a collection of interrelated elements to achieve the desired results. As a system, learning consists of certain components such as targets, materials, students, teachers, methods, conditions, and assessments (Muhlisin & Aeni, 2019; Papadakis et al., 2020). In each lesson, whether it is Bahasa Indonesia lesson or other lessons, it is necessary to have one supporting tool in the learning process at the educational level, namely learning media (Huerta et al., 2018; Ratminingsih, 2016). Learning media are concrete objects used to convey information, such as subject matter, to students. Learning media are all materials or tools that can be used in the teaching and learning process to help students understand and master the lesson material more easily and effectively (Blumberg & Fisch, 2013; Hamalik, 2019). Through these tools, the message is delivered effectively from the teacher to the students. In this study, the utilization of the Canva app is used as a function to create visual learning media.

According to research conducted by previous study using Canva as a learning tool can improve students' writing skills by utilizing the support of work visualization (Utami & Djamdjuri, 2021; Yundayani et al., 2019). This helps improve s' creativity in today's digital era. Creativity is one of the most important skills for s so that they can succeed in a future full of change and complexity. Canva is one of the applications from the world of technology that can be used by anyone. 21st century teachers are required to have proficiency in digital media as a necessary form of literacy (Junaedi, 2021; Wardani et al., 2022). This Canva app provides a variety of design tools such as presentation templates, social media, infographics, posters, resumes, and more (Pelangi, 2020; Zettira et al., 2022). The templates are also provided with several other options such as educational, design, technology, advertising, business presentations and more. Canva has several advantages over other applications in the context of its use as a learning medium for advertising text materials. Canva was designed with an easy-to-use interface, allowing users with no graphic design experience to create engaging content with ease. This is especially beneficial for teachers and s who want to

create learning materials quickly and efficiently. Canva provides a variety of well-designed templates for various purposes, including templates for ad design. With these templates, users can easily choose a design that suits their needs and use it as a basis for creating learning materials. Canva offers a variety of visual elements, such as images, icons, shapes, and backgrounds, that can be easily added to the design (Amrina et al., 2022; Supradaka, 2022). It allows users to create eye-catching display ads and combine visual elements to convey messages more effectively. Canva also provides collaboration features that allow users to work together on design projects. In a learning context, this allows teachers and students to work together to create creatives in teams, share ideas, and provide feedback to each other. Canva has a feature that allows users to instantly share their designs on social media platforms. This makes it easy for teachers and students to publicise the creative works they create and expand the reach of potential audiences. With the combination of these features, Canva becomes an effective tool to produce interesting and creative learning materials in the form of advertising texts (Fauziyah et al., 2016; Wahyuni et al., 2023).

According to researchers, the Canva app can be used as a suitable learning media or can be used as an interesting alternative and increase teacher creativity in teaching Bahasa Indonesia, especially in the learning of advertising texts (Pelangi, 2020). Through the Canva app, the message that will be delivered to students will be more effective. Previous study relevant to this research showed that the use of Canva learning media has a positive impact on students' engagement in learning (Lastari & Silvana, 2020). Other research findings of this study show that the use of Canva can increase students' motivation in learning, activate students' enthusiasm and creativity in learning, and reduce students' discomfort with the material delivered by the teacher (Purba & Harahap, 2022). Research results of the study state that the Canva app-based animated video media on force and motion material can increase motivation and achievement and is suitable for use in the learning process (Hapsari & Zulherman, 2021). From some of the research, it can be concluded that the use of Canva app as a learning media can optimize student learning outcomes and can be an effective alternative learning media.

The aims and objectives of this research is to help teachers and students explore and make it easier to understand the learning of advertising text material with visual representations that can be built with the Canva application. This study help students create advertising text better through templates and features provided by the Canva application. Moreover this study provides space for students to explore and show their creativity in understanding and presenting advertising text material. This research is expected to optimise the learning quality of advertising text materials and ensure that the Canva application is optimally used as an effective learning medium.

## **2. METHODS**

This research used descriptive research methods with a qualitative approach. The data used in this research was qualitative, in the form of descriptions or words about the facts or phenomena being observed. The descriptive method is a method of researching a human group, object, condition, system of thought, or event in the present. Descriptive qualitative methods were used to develop theories that were built on data obtained from the field or research site. In this case, the researcher used descriptive data to build a better and more detailed theory about the object under study. Qualitative research methods refer to a research approach based on the philosophy of post positivism (Sugiyono, 2016). This method was used to conduct research on natural object conditions with the researcher as the main instrument. Research subjects referred to individuals or groups that were sampled in research and provided information related to the research topic. In this study, the research subjects were 12 students of class VIII at SMP Negeri 3 in South Tangerang City. This class was

divided into three groups so that the number of participants only reached 12 people. To collect data, the researcher observed the learning process conducted at SMP Negeri 3 in South Tangerang City. Then, the researcher conducted direct interviews with the students to get information about the learning of advertisement text and the learning process that has been done. The researcher also used questionnaires given to students. The evaluation was conducted online through Google Forms and disseminated to class VIII students. The evaluation results showed that there were several factors that hinder Indonesian language learning, especially in advertising texts, one of which was students' difficulty in absorbing information and understanding the learning of advertising texts, resulting in low student understanding results.

After conducting observations, interviews, and distributing questionnaires, the data would be processed by reducing it so that only the important parts and related variables were taken. Reducing data means describing information concisely, focusing on important aspects, and looking for important patterns. In this way, the reduced data will provide a clearer picture and make the data collection process easier for researchers. Data reduction was done through the selection of data from the results of observations, interviews, and distributing questionnaires and focusing on all raw data in order to have a stronger meaning. Once reduced, the data would be presented qualitatively in the form of descriptions that allowed conclusions to be drawn. The researcher used narrative text and short descriptions, as well as graphs, to present the data.

### **3. RESULTS AND DISCUSSION**

#### **Result**

This research would discuss two things, namely the implementation of advertising text learning using The Canva application in class VIII at SMPN 3 Kota Tangerang Selatan and the response of class VIII students at SMPN 3 Kota Tangerang Selatan to the use of the Canva app for advertising text learning. This research would present the results and discussion in descriptive form, which includes a summary, graph, and data description. The first stage was observation, interviews, and a test at SMP Negeri 3 Kota Tangerang Selatan. The results that researchers got were that the understanding of students in learning Bahasa Indonesia, especially advertising texts, was still relatively low. The students have difficulty understanding and absorbing the information contained in the advertising text only with the books available at school, as well as the limited learning media available at this time.

The problems in teaching and learning activities in the advertising text lessons above require the right solution. Creative and innovative learning media were needed to support the learning process. In teaching and learning activities, interesting media are needed to keep students interested and not easily bored. The role of an innovative teacher was needed as a facilitator in order to be able to help students develop their abilities to gain new knowledge and experiences during the learning process. In this case, learning that is designed in an interesting way will create effective learning. In this study, researchers used the Canva app by taking advantage of some interesting features that can be used in Bahasa Indonesia materials, including advertising texts, slogans, and posters. According to there were several functions for using the Canva app, as follows: 1.) Stimulation increases interest or builds a sense of interest in the lesson so that there is a desire to understand and explore the lesson. 2.) As a mediator or liaison between teachers and students. 3.) Can make it easier for teachers to display material during the learning process. If the functions were adjusted to the learning material, it would be sufficient to help the teacher achieve learning success. The following stage was the application of the Canva app to learning Bahasa Indonesia advertisement text in class VIII. In this stage, the teacher would provide an explanation of each advertising text

structure and its language elements by taking an example of an advertising text that has been created using the Canva app. In addition to explaining the ad text, the teacher would also provide information related to each feature in the Canva app and how to use it. In its use, the learning theme of advertising texts, slogans, and posters using the Canva application can be used by teachers as a presentation medium for students and can also display interesting examples of advertising texts, slogans, and posters. The design contained in the Canva app makes it easy for users to create a job as needed because it has so many interesting and free design options. The placement of icons in the design could also be arranged according to users' taste or desire. The Canva app can be described as follows: 1.) Display: when opening the application or web of Canva, it can be seen that there are many choices of forms to be used, such as presentations, social media, infographics, posters, resumes, offices, creating CVs, and more. 2.) Design: if you choose one of the forms to be used, for example: presentations, in presentation design there are still various other choices such as creative presentations, business presentations, speaking presentations and more. There is even one for studying. 3.) Icons and shapes: when users are creating or editing a design, there are many choices of icons that can be adjusted to the needs they want to make. For example: squares, circles, and more. 4.) Photos: a large selection of free photos was provided in the Canva app to add to the design to make it more attractive and deliver the information. 5.) Types of letters: the Canva app has many types of letters that can be customized according to user needs, ranging from non-formal, formal and more.

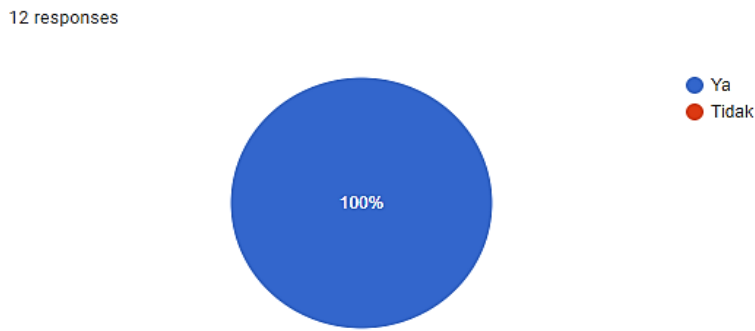
When using it, teachers could use the "Presentation" template to create a presentation medium to present the material. The template can be easily searched because various choices have appeared in the main display of the Canva app. Furthermore, if the teacher wants to create examples, they can use the "Resume" template to create examples of interesting advertising texts, slogans, and posters. Last, if the teacher wants to create exercises or assignments that look interesting or are not monotonous, they can also use the templates in the Canva app.

The use of the Canva app in learning advertising texts, slogans, and posters used in class VIII at SMP Negeri 3 Tangerang Selatan was by selecting the "marketing" template, then selecting brochures or posters. After that, the teacher can choose the design that will be used to create advertising texts, slogans, or posters. In the core activity, the teacher would provide an explanation of each advertising text structure and its language elements by taking an example of an advertising text that has been created using the Canva app. In addition to explaining the advertising text, the teacher would also provide information related to each feature in the Canva app and how to use it. During the lesson, the teacher would directly show the appearance of the Canva app along with an example of an ad design that has been made using the app. After that, students would be asked to try using the features of the application on their devices. In addition, the teacher would also provide opportunities for students to ask questions about the structure and linguistic elements of advertisements as well as obstacles that arise when using the Canva app.

The designs contained in the Canva application have many variations according to the needs and tastes of users. Besides that, the advantages of the Canva application were that it provided these attractive designs for free, even though there were several paid designs. Not only teachers, but students can also use the Canva application to create advertising text assignments, slogans, or posters to make them more attractive. The advantage of using Canva apps for learning is that, in addition to gaining knowledge, students also learn to be skilled, creative, and innovative in developing a lesson or material being taught. The assessment of students' results in working on advertising text consists of two aspects: the structure of the advertisement and its linguistic elements. The structure of the advertisement would be assessed through three parts: orientation, body of the advertisement, and justification, with a

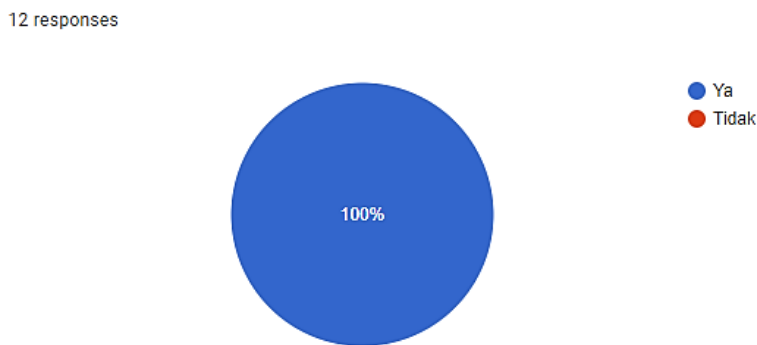
focus on its suitability, relevance, and uniqueness. As for the linguistic aspects of the advertisement, they would be assessed through the uniqueness of the use of language in promoting the advertised product or service as well as the clarity of each language element contained in the advertisement. In addition, the linguistic aspect also emphasises the language of advertisements that use literary elements such as rhymes, proverbs, poems, and more to maintain literary values in students and society. According to the data from the assessment of students' ad designs, the final test in this study showed very good results. This can be seen from the existence of ad designs with scores on aspects of ad structure and linguistic elements reaching 90 and 87.5, respectively.

The final stage of this research is the distribution of student response questionnaires. The results of the questionnaire distribution were analyzed based on four indicators, which are (1) the benefits of the Canva app used by students, (2) students' interest in using Canva in Bahasa Indonesia lessons, especially advertising texts, (3) the effectiveness of learning advertising texts using the Canva app, (4) knowing the obstacles to students using Canva in the learning process. The results of the analysis of the response questionnaire distributed to respondents can be presented as show in [Figure 1](#).



**Figure 1.** Response Sheet Diagram

Based on [Figure 1](#). From the 12 students who were used as research subjects, it can be seen that 100% of students agreed that the use of the Canva app can make the learning process more exciting or more interesting.



**Figure 2.** Response Sheet Diagram

Based on [Figure 2](#). From the 12 students who were used as research subjects, it can be seen that 100% of students agreed that the use of Canva has many things that can be used for learning Indonesian advertising texts.

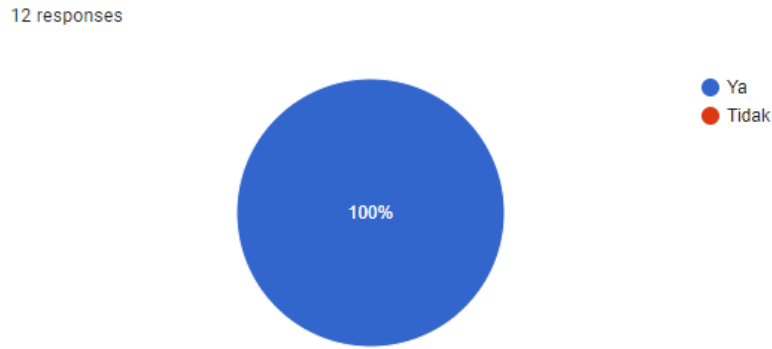


Figure 3. Response Sheet Diagram

Based on Figure 3, from the 12 students who were used as research subjects, it can be seen that 100% of students agreed that the use of Canva can make the learning process more effective. Next response sheet is show in Figure 4.



Figure 4. Response Sheet Diagram

Based on Figure 4 from 12 students who were used as research subjects, it can be seen that 33.3% of students said that using the Canva app requires an internet network, as well as 8.3% who have the same problem. Furthermore, 8.3% have the problem of requiring ability and creativity to operate the Canva app. Then, there are 50% of students who do not have any obstacles.

Based on the results of the analysis of the students' responses to the questionnaire presented in the diagrams above, it can be concluded that the use of Canva app media in learning Indonesian advertising text is considered effective and interesting by 100% of the students who were used as research subjects. However, some students experienced obstacles in using the Canva app, such as a limited internet network (33.3%) and limited ability and creativity in operating the app (8.3%). However, 50% of the students did not have any obstacles using the Canva app. In addition, there are various advantages to the Canva app that are appreciated by students learning Indonesian advertising text. Therefore, it could be suggested to continue implementing the use of the Canva app in learning to optimise the effectiveness and attractiveness of the learning process.

**Discussions**

The increase in students' scores was due to Canva's spelling and grammar help feature, which can help users recognise and correct grammatical errors in their ad texts. This feature will provide alerts or correction suggestions if any errors are detected (Lastari & Silvana, 2020; Santiana et al., 2021). Canva provides well-designed ad design templates,



including well-formatted text in accordance with grammar rules. By using this template, users can learn from example texts that are already linguistically correct. The score on linguistic elements is obtained by paying attention to the completeness of the linguistic elements needed in promoting the advertisement, the use of unique language, and the use of language that has literary elements. These factors give the advertisement a unique appeal and increase interest in the advertised product (Amrina et al., 2022; Tanjung & Faiza, 2019; Titiyanti et al., 2022).

Based on the data presented, it showed that students were able to use various features in the Canva application, such as text, templates, elements, gallery features, and others. The scores obtained came from the ad texts created by the students. This proved that teaching the use of the Canva app in composing ad texts cannot be considered an absolute success in motivating students (Lastari & Silvana, 2020; Nurviyani et al., 2020). Therefore, the use of the Canva application was very helpful for students in the learning process of advertising text. The product test data above also indicated that the features in the Canva application were very helpful for students in designing advertisements.

This study showed that the use of Canva as a learning medium can help students understand the material presented. Previous study state Canva offers various features and templates that can clarify and present information in an interesting way, making it easier for students to understand Indonesian language concepts (Monoarfa & Haling, 2021). Students could easily understand advertising text in learning materials after using Canva. The use of Canva as a learning medium also increases students' involvement in the learning process. The interactive features in Canva motivate students to actively participate in learning and create interesting work. This increases students' interest and motivation towards Indonesian language learning. Other study state Canva allows users to create interesting and creative visualisations (Christiana & Anwar, 2021). In Indonesian language learning, the use of visual elements such as images, diagrams, and infographics helps students understand and remember information better. With Canva, students can combine text, images, and other design elements to create more visually appealing learning materials.

The implication of this research is that by using Canva, students can develop their graphic design skills and creativity when creating creative text ads. As a result, they may be more engaged in learning and may produce more visually appealing work. Using the Canva app in an educational context can help convey information in a more engaging and easy-to-understand way. This can increase students' absorption of advertising material and strengthen their understanding. The research results may not be fully applicable in general, especially if the research is carried out in a limited educational environment or with specific groups of students. The results need to be confirmed through further studies with larger and more representative samples.

#### 4. CONCLUSION

Based on the results and explanation above, researchers could conclude that the Canva app could help in the education world, especially in the Indonesian language learning process. Canva learning media helps make it easier for students to understand the material delivered through technology. The Canva app attracts the attention and interest of students in learning because of its features that are not boring. To find out other benefits of using the Canva app in Bahasa Indonesia learning, further research is needed to support the achievement of using Bahasa Indonesia learning media.



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