

## **FOSTERING STUDENTS' 4C SKILLS TOWARD WRITING BY USING CANVA**

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### **ABSTRACT**

The aims of this study were to investigate the implementation of Canva in fostering and facilitating students' 4C skills, and to find out the students' voices in using Canva during the teaching-learning process. The subjects of this study were students of SMK Kesehatan Bhakti Medika Cianjur from 10 Nursing Class which consisted of 24 students. This study was a qualitative research design that involved observations, interviews, and questionnaires to collect data. The results of this study showed that the implementation of Canva in learning activities can foster students' 4C skills. It implemented a scientific approach during teaching-learning process. The interesting features of Canva have facilitated students in realizing their 4C skills. They could reason effectively, use their systems of thinking, make judgments and decisions, solve problems, communicate clearly, collaborate effectively, and could think and work creatively. Moreover, in terms of students' voices regarding the use of Canva, this study found several advantages and disadvantages. The advantages were Canva makes learning more fun, easy to use, increases students' creativity, improves students' writing skills, simplifies writing process, ease students to collaborate, makes students focus and concentrate, also can be used for other subjects. Meanwhile, the disadvantages were Canva needs a data connection, often facing force close, and can only be accessed online. From this result, it can be concluded that the use of Canva is very appropriate in helping students develop their 4C skills. This is because Canva provides various features that can help students realize their ideas and imaginations.

**Keywords:** *Students' 4C Skills, Canva, Infographic, Writing*

### **INTRODUCTION**

Students currently are living in the 21st century. The 21st-century education should be able to answer the challenge of equipping students with various skills such as critical thinking, communication, collaboration, and creativity, which are commonly called as 4Cs. These skills fall into the category of learning and innovation skills where the core learning is asking and answering important questions, critically reviewing what others are saying about a subject, asking and solving problems, communicating and working with others in learning, and creating knowledge and new innovations that help build a better world (Trilling & Fadel, 2009).

Critical thinking skills, communication, collaboration, and creativity can support student success in the learning process because all of these skills are needed and interrelated in the learning process. The critical thinking process requires an effort that supports students to create new ideas and develop their insights (Changwong et al., 2018). It does not occur randomly or effortlessly. Meanwhile, communication requires students to articulate thoughts and ideas effectively. It involves the ability to express thoughts clearly and precisely (Erdoğan, 2019). Furthermore, Rochmawati et al., (2020) said that collaboration is needed to encourage students to work together with teams effectively and responsibly. This is because in making a decision, students need to discuss ideas with their team to achieve a common

goal. Moreover, creativity involves something new, different, and effective. Lian et al., (2018) stated that creativity means all the unique productive efforts of the individual. It requires students to come up with new ideas or concepts. Creative ability depends on creative thinking which is part of hard work and effort.

Based on the explanation above, it can be concluded that critical thinking, communication, collaboration, and creativity are interrelated because in making good decisions for good results, it takes efforts that are not simple, requires cooperation for discussion, and require new concepts and ideas. Those skills are very important to be applied in the learning process so that students can further develop their potential they are ready to compete in the world of future career.

In addition, those skills are important because they also have to do with improving language skills, one of which is in writing skills. Most students often have difficulty in getting ideas, choosing ideas to write about, outlining, compiling, revising, and editing their writings (Ruegg, 2018). Therefore, this 4C skills process will greatly assist students in overcoming these problems to get good results in writing. But in fact, the ability of students to analyse, understand, argue, cooperate, imagine, and be creative is still relatively low. Students only answer questions given by the teacher without taking the initiative to find out important information from the text they read first. This is due to lack of information, lack of training, wrong preconceptions, and limited time (Synder, 1008, as cited in Samani et al., 2019). Thus, an English teacher has to find the solution for those problems.

Teachers can integrate technology into learning so that learning activities become more interactive and creative. The use of technology has been shown to increase students' interest in learning because of its attractive appearance that help to deliver the material clearly so that student understanding and learning objectives can be achieved (Negara, 2019). Evolving technology in teaching practices helps teachers for compiling, developing, presenting information, assignments, and other things (Antepli et al., 2019; Negara, 2019). There are lots of technology that can be used by teachers to make the learning process more creative and interactive such as Quizziz, Kahoot, Padlet, Learningapps.org, Canvas, Canva, etc.

In this study, the researcher tried to apply Canva to help students develop their 4C skills process to produce a writing product. But sometimes students don't want to write because they feel unmotivated and not confident (Choi & Lee, 2018). Thus, the researcher asks students to write in the form of infographics which is likely to arouse their enthusiasm because it involves multimodal writing where writing is not only pure text but involves many modes such as images, colours, videos, symbols, and others so that the results are more interesting. Multimodal text aims to develop analytical and summarizing abilities as well as soft skills such as autonomy, creativity, collaboration, and digital literacy (Araújo & Hannachi, 2021). Therefore, the researcher chose Canva as a medium for making infographics that will stimulate students' 4C skills.

Through Canva, teachers and students can create something new. They can become "design thinkers", which means they can become skilled at imagining and creating solutions to issues (Wahyuni & Thohiriyah, 2018), and because Canva allows the designers to customize their own design, creativity is strongly needed when designing the infographic. Canva has many choices of poster models with attractive and contemporary models and colors and has its own appeal in the form of varied images in learning (Hadi et al., 2021).

Many research investigated the students' 4C skills such as Kembara, Rozak, and Hadian (2019) conducted research to improve students' 4C skills through research-based learning. On the other hand, Putri, Bukit, and Simanjuntak (2021) applied a project-based learning model to improve students' 4C skills. In terms of infographic media, Rejkiningsih (2019) conducted research entitled "Infographic Media in Shaping the Youth's Critical Thinking Ability to Cope with Social Conflict in the Age of Digital Technology". Meanwhile,

in terms of application used, Hadi, Izzah, and Paulia (2021) investigated the effectiveness of using Canva application media to enhance students' writing skills. Moreover, Christiana & Anwar (2021) conducted research to find out the perception of English teachers in the use of Canva application as a visual learning media creation.

The differences between previous research and this research are the researcher focuses on implementing Canva in fostering students' 4C skills towards writing, investigating the way Canva facilitates students' 4C skills during the learning process, and identifying the students' voices in using Canva. This research was conducted considering the low 4C skills of students which will have an impact on language skills, especially writing skills. This research used Trilling and Fadel's theory about 4C skills and utilized "create-team" feature of Canva during the learning process which is different from previous studies. Therefore, this research is significant to investigate. Through Canva, the researcher hopes that students can develop their ideas and insights by creating something new in Canva and utilizing the features it contains, and then applying it in their daily lives.

## **METHOD**

This research used a qualitative research design. It is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018). Qualitative research used qualitative data such as observations, interviews, questionnaires, and documents in investigating or explaining a social phenomenon. The first phase was conducting the observation as the instrument to investigate the implementation of Canva in fostering students' 4C skills. The second phase was conducting interview investigate the use of Canva in facilitating students' 4C skills. The last phase was distributing an open-ended questionnaire to identify the students' voices in using Canva during teaching and learning process.

### **Respondents of the Research**

The study was conducted at SMK Kesehatan Bhakti Medika Cianjur which located in Jl. Lingkar Selatan Rawa Bango, Karang Tengah, Hegarmanah, Cianjur West Java. This site was chosen because the research place is effective, efficient, and reasonable for the research target. This school has integrated the use of technology into learning activities so it will be helpful for the researcher to teach using technology. Besides, this school applies a blended learning system. Thus, the researcher chose this school and conducted the research in offline sessions. The researcher chose the 10th grades of Nursing Class consisted of 24 students. The researcher's role is an observer, who observes teaching learning activities during the teaching-learning process.

### **Instruments**

The process of collecting qualitative data includes identifying the participants and sites, gaining access, determining the types of data to collect, developing data collection forms, and administering the process in an ethical manner (Creswell & Creswell, 2018). The main data was collected through observation and interview which was used to answer the first and second research question, and the third research question was collected through a questionnaire.

To answer the first research question, the researcher used observation. According to Creswell & Creswell (2018), qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. Thus, the researcher used this instrument to observe how the behavior, activities, and participation of students related to 4C skills during the learning process using Canva. In observation, the researcher collects as much information as possible in the form of text, images, video recordings, or whatever becomes a text database. The instrument used in this study is a checklist observation where several

indicators of 4C skills have been provided on the sheet. The researcher also prepared field notes to record some aspects of the students' 4C skills that were not included in the observation checklist. On the other hand, the researcher also used a video recorder to observe the entire teaching and learning process.

Meanwhile, to answer the second research question, the researcher conducted the interview after all meetings were done through WhatsApp call. The researcher interviewed four students chosen by the teacher based on their participation, cooperation, and activeness in the class. To enable the students' unlimited responses, the interview was done in Bahasa Indonesia. There were 24 predetermined open-ended questions for students to answer. All questions were developed based on Trilling and Fadel's theory about the indicators of 4C skills.

Moreover, the questionnaire was conducted to answer the last research questions, which is about students' voices in using Canva during the learning process. An open-ended questionnaire was built in this study so that the participants could share their views or opinions without limit using their language (Creswell & Creswell, 2018). There were 12 questions provided in the questionnaire which were distributed to 24 respondents. However, only 19 students filled out this questionnaire. The questions were about the advantages, disadvantages, and obstacles of using Canva in the learning process. In this study, the questionnaire was designed to be filled out entirely online via Google Form. The results of the questionnaires were also used to answer the second research question as supporting data of the interview.

### **Data Analysis Techniques**

After getting all the data needed from the observation, interview, and questionnaire, the researcher analysed the data to answer the research problem. According to Creswell & Creswell (2018), data analysis is an ongoing process during research. In analyzing the data, the researcher used all of the data that have been collected such as observation checklist, field notes, audio and video recordings, interview transcripts, questionnaires, etc. Then, the researcher interpreted the data to address the research questions. This is as stated by Leavy (2017) that qualitative data may need to be transcribed, scanned, sorted, and organized in a repository.

In addition, this research used triangulation to ensure the validity of the data. According to Miles et al., (2014), triangulation is the process to support a finding by showing that at least three independent measures are appropriate or at least not contradictory. Miles also said that there were four types of triangulations as follows: 1) data triangulation, 2) method triangulation, 3) investigator triangulation, and 4) theory triangulation. To triangulate the data, the researcher used several tools; observation, interview, and questionnaire.

Moreover, the researcher used three phases to analyze and interpret data based on the theory of Miles, Huberman, and Saldana (2014). The first phase was data condensation. In this case, the obtained data from the observation checklist were organized, the voice recording of the interview was transcribed and the results of the questionnaire were categorized. As data collection progresses, the researcher writes summaries, memos, codes, categorizes, and develops themes. Then, after the fieldwork is over, the condensation process continues until the final report is completed.

The second phase was data display. At this phase, the researcher put all the data that had been condensed into the table. All of this is designed to make it easier for the researcher to collect information and analyze data in a concise form to draw conclusions as the third phase. After condensing and displaying the data, the researcher then draws conclusions/verifies the results. This process includes analysis of the results of observations, interviews, and questionnaires. Finally, the results of data condensation, data display, and the results of the triangulation process are described in the form of words, phrases, and sentences

or are often referred to as descriptive qualitative.

## **RESULTS AND DISCUSSIONS**

### **The Implementation of Canva in Fostering Students 4C' Skills**

After students learn the material about recount texts, students divided into four groups and each group consisted of four or five members. The leader of each group is asked to create a team in the Canva application by clicking on the "Create Team" feature and they should invite members using email or by sharing an invitation link via WhatsApp. After that, the teacher wanted students in groups to analyze or determine the generic structure and language features of recount text that has been made by each group. Then, students should write the results of the analysis in infographic form using Canva. In this case, writing in the form of infographics is likely to arouse students' enthusiasm because it involves multimodal writing. Multimodal text is not only pure text but involves many modes such as images, colors, symbols, and others (Hadianto et al., 2021). In this activity, students have a discussion to choose a template, text, and determine the concept of an infographic to be made. This is a technique of creating new ideas called brainstorming. Brainstorming is the process of coming up with ideas that people can do in order to choose a topic, or gain a better understanding of a subject (Rosalinah et al., 2020). In this case, students' creativity and communication skills appeared because they can use idea creation techniques in choosing ideas and can listen to each other's ideas effectively.

After determining the idea, students then divided the tasks with their respective groups. In doing the assignment, students are able to answer every question from the teacher about the content of their infographic logically. Students explain how each added element relates to one another. This is referred to as students' ability in critical thinking processes because they are able to analyze how parts of a whole interact with each other (Trilling & Fadel, 2009). Furthermore, to add illustrations to designs that are not available in Canva, students take advantage of the internet. It means that students can communicate their ideas by using the internet to find images that match the theme of the text. In this case, the students used convergent thinking because they tried to choose a more suitable image to add to their group's infographic design (Villalba, 2017). It can be said as creativity because the students were able to implement their imagination into designs. Moreover, students' creative skills appear when they evaluate or improvise to perfect the design before it is collected.

Finally, after the design process is complete, each group exchanges infographics with other groups and gives each other suggestions or input on the infographics of their respective groups. In this activity, students' creativity skills emerge because they can be open and responsive to each other and accept any input given. It can be concluded that in this activity, students' communication also appears because they are able to exchange opinions effectively with other groups. It is close to those of Trilling & Fadel (2009) who mentioned that in communication, students should be able to communicate effectively in diverse environments.

### **The Way Canva Facilitates Students' 4C Skills**

#### **Critical Thinking**

The implementation of Canva can facilitate students' critical thinking. It facilitates students in giving reasons effectively to the question given by the teacher. Based on the interview and observation results, students can reason logically regarding why it is called as the "event" and why the "Garuda" image was added. This is occurred because in answering the question, students can take a look at the infographic they have been designed using Canva. In addition, Canva can facilitate students when they use system of thinking. It can encourage students to think critically about what pictures or illustrations are suitable to be included in their infographic. Based on the results of interview and observation, students were able to analyze the relationship between the image of Pancasila monument with the text. In this case, students

can realize their ideas because in Canva, users can customize their design frames or images as needed (Deford et al., 2017).

Furthermore, Canva can facilitate students in making judgements and decisions. It refers to the way students analyze and evaluate arguments, make connection between information and argument, draw conclusion, and reflect the learning process to other activities. Based on the results of interview and observation, in choosing and determining ideas, student can replace the image easily because in Canva, student can delete the image or just click the “undo” knob to change it. In addition, students can easily change the shape of the text, and replace templates. The, after learning to create infographics using Canva, students can make other things such as posters, and invitation cards. This is because Canva provides those templates and students can recall their previous knowledge to create other things (Rustiman et al., 2021); (Yundayani et al., 2019).

Moreover, the implementation of Canva can help students in solving problems found such as when students want to add another box, find it difficult to invite friends via email, and when student choose a form of writing that was not clear. To solve these problems, students just need to click the “duplicate” button to multiply the boxes, invite friends by sharing a link via WhatsApp, and click on the text feature to change the form of writing. In addition, students can clarify their point of view by directly showing an example of a template in Canva due to their ideas.

### **Communication**

The implementation of Canva can encourage students to communicate clearly with their friends. It can encourage students to articulate ideas, listen to other friends’ ideas, use communication to inform the readers, utilize multiple technologies, and communicate with others group. Based on the interview and observation results, the way Canva encourage students to communicate their ideas clearly is by providing various themes and professional layouts for creating compelling infographic (Wahyuni & Thohiriyah, 2018). In addition, Canva encourages students to listen effectively to decipher meaning. Based on the results of interview and observation, students able to listen effectively during sharing ideas. They rarely talk or play their phones. Everyone is focused on listening so they can respond to input from other groups. If there was an idea that did not appropriate, students could correct it immediately in Canva by clicking “undo” knob. This process of listening to ideas or suggestions is very important in order to maximize work.

Furthermore, by making an infographic using Canva, students can communicate their ideas as the information for others. The results from the interview and observation show that students make an infographic in order to give information to the readers by marking each language feature found with the different colors. It is a concept to make it easier for readers to find the information. They can design the infographic as attractive as possible to make the readers interested even though the text is about history. Because not everyone often feels bored if the text is just only text. Canva gives students opportunity to add the images easily from other sources such as internet. With the drag-and-drop feature, users have the option to use an image provided by Canva or use their own image by utilizing the feature to insert the image (Rustiman et al., 2021). Moreover, by using Canva, students can give each other feedback to other groups’ infographics based on their imagination.

### **Collaboration**

The implementation of Canva can encourage students to work collaboratively with others. It related to the way students demonstrate ability to work effectively and respectfully with others, willingness to be helpful to accomplish a common goal, and value the contribution made by each team members (Trilling & Fadel, 2009). This collaborative work can be facilitated by the “create team” feature of Canva which make students can work or edit the

design on their own phone. This is in line with Deford et al., (2017) who stated that in Canva, users can create a team room and then work on designs with the team by sharing a link via email.

By utilizing “create team” feature, students can divide tasks with groups so each member has a responsibility for their work. It is based on the results of interview and observation that students very excited with that feature because there will be no students who don't work. Every student gets the task to edit and it can be completed faster because they use their respective phones. With all the contribution of all members, each member of group will be easier if there are some questions from the teacher about their project. Besides, each member could also be able to appreciate or value the ideas as the contribution from their team member.

### **Creativity**

The implementation of Canva can promote students to think creatively. It refers to the way students use idea creation techniques to generate new ideas, and evaluate ideas to improve creative efforts. Based on the results of the interviews and observations, the implementation of Canva can promote students to think creatively by presenting various types of templates, color choices, images, font types, and other elements that will foster students to bring out their creative skills in designing infographic. It is in line with Hadi et al., (2021) who said that Canva can attract students' creativity because of its interesting features aforementioned.

Students did a discussion to choose a template or background that will be matched with the theme of the text. They also determined the colors, shapes, and templates to attracts people's attention. They created new ideas by giving a different color to every language feature found. In this case, the student used divergent thinking because they generated new ideas (Villalba, 2017). Student also checked their work again by changing the type of text, font types and colors of each box that has been previously set. They changed it to make the infographic more interesting. These processes are the ways in which students improvise their ideas to come up with the perfect design.

In addition, Canva can facilitate students in working creatively. It facilitates students in implementing their ideas by providing a million elements, images, and templates that students can use to illustrate their imaginations. Based on the results of interview and observation, the student wanted to add a blood illustration to the design on the grounds that the youth pledge struggle involved bloodshed. So, the blood illustration would fit the theme of the text because it is interconnected. Because their groupmates agree with the idea, the student can apply the idea into the infographic design. It can be indicated that student was able to implement the idea by explaining in advance the purpose of the idea.

Furthermore, Canva also ease students to change their design. This is based on the results of interview and observation when there was a group got some input from other group to add some pictures or elements in their infographic because the design was too simple. Then, the group accepted the suggestions. It can be indicated that the students can be open and responsive to diverse perspective and Canva really help them to make the design looks interesting. Besides, students can show their originality by modifying the selected template. This is in line with Wahyuni & Thohiriyah2 (2018) which emphasizes that Canva allows users to customize their own designs due to their needs. Referring to the results of interview and observation, students modified existing templates to minimize when other groups use the same template. By modifying it again, it will obviously be different from other groups. Moreover, students are willing to correct or re-edit when there was a wrong or inappropriate design. They followed the steps the first time they edit and they were more careful. It can be concluded that students not give up, they take failure as an opportunity to learn (Trilling & Fadel, 2009).

## **Students' Voices in Using Canva during Learning Process**

### **The advantages of Canva**

Based on the results of the questionnaire that was distributed to students, the researcher found that there were eight advantages of using Canva in the teaching-learning process. The first advantage is Canva makes learning more fun. Students felt enjoy during learning with Canva because they can easily edit the interesting infographic design. This is because Canva provides a million unique templates, fonts, graphics, elements, and pictures for creating designs of all kinds, which can be recolored and resized (Christiana & Anwar, 2021); (Wahyuni & Thohiriyah, 2018); (Deford et al., 2017). It means whatever the topic is, just select an infographic template, add information, and students will get a stunning unique infographic. This certainly makes students more enjoy in learning because of all the features. They can choose the font types, themes, or elements as they like.

The second advantage of Canva is that it is easy-to-use. This is because students only need to choose a design template or enter the appropriate element in one click. In addition, Canva ease students not to write in books, they just have to open their phones and then start writing and editing recount texts practically wherever they are. It is following Salam & Mudinillah (2021) statement that Canva is an easy-to-use application because it can be accessed on mobile phone everywhere. The third advantage of Canva is that it can increase students' creativity in designing. Students can be creative with their own imagination by adding images, elements, and changing design templates. This is in line with Hadi et al., (2021) who pointed out that the large selection of models, colours and images provided by Canva has its own charm in learning so that it can attract students' attention, generate interest, creativity and student motivation in learning.

The fourth advantage of Canva is it can improve students' writing skills. Based on the results of questionnaire, students stated that Canva can be an alternative writing media where they don't need to write recount texts in books that would make them feel bored. If the writing is not neat, then they can edit and decorate it again. Therefore, Canva is appropriate to be used as a medium for the process of learning writing skills (Hadi et al., 2021). The fifth advantage of Canva is it can simplify the writing process. This is because the use of Canva is simpler, students don't need to be tired of writing by hand which will make the work take a longer time to complete. In addition, writing using Canva can ease students to move, sort and delete words that are misspelled. This is as stated by Hadi et al., (2021) that the use of Canva is helpful to facilitate students to practice writing.

The sixth advantage of Canva is it can ease students in collaborating with their groups. Based on the result of interview and observation, students stated that they can share the task and don't have to wait for one phone to take turns designing infographics. In addition, they can also see each other who is working on and who is not working on the design. This is because Canva provides a "create team" feature that allows students to edit designs on their respective phone in groups after get a link via email (Deford et al., 2017). It makes the design process complete faster and the collaboration process goes well. The next advantage of Canva is it makes students focus and concentrate during learning activities. students always focus on paying attention and concentrating regarding the ways to use Canva. Learning using Canva can motivate students to always be focus and creative with its features. It is because Canva can create a positive learning environment through any provided facilities, thus affecting the concentration, memory and attitude of the students (Yundayani et al., 2019).

The last advantage of Canva is it can be used on other subjects. Referring to the results of the questionnaire, Students stated that Canva can be used for other subjects such as Indonesian and History Subjects. In Indonesian language subject, students can design poems, announcement posters, and make letter designs. While in history subject, students can make posters about the important history. In addition, Canva also can be used for all subjects because Canva provides PPT templates that teachers and students can use to design learning

materials. For example, Salam & Mudinillah (2021) using Canva to create an Arabic Learning video. Apart from that, he also said that Canva provides several templates that can be used to create interactive learning presentations or videos.

### **The disadvantages of Canva**

There are three disadvantages of Canva that researcher found based on the results of questionnaire. The first advantage of Canva is it needs a data connection so students can edit designs without any obstacles. If students don't have a data connection, it will hinder the learning process because they cannot be able to use Canva. It in lines with Wahyuni & Thohiriyah (2018) who stated that internet is the most important thing that must be ensured before accessing Canva. In solving this problem, referring to the results of the questionnaire, students check their network or ask for tethering to their friends who have a data connection.

The second disadvantage found in using Canva is this application often facing force close when the students are using it. Students said that their phones often lag when they were edit the designs in Canva and suddenly the application close by itself. This can be due to a data connection problem or the student's device that having a bit of a problem with its storage. To overcome this problem, referring to results of the questionnaire, students reset their phones then open the Canva application again and continue the editing process.

The last advantage found in Canva is this application can only be accessed online. This also has to do with data connection problems that should be ready. It indicates that using Canva requires internet access. Students said that if Canva could be accessed offline, it would be easier for students to use it. Christiana & Anwar (2021) found that Canva can improve the online teaching process. It means that Canva can only be accessed online.

### **CONCLUSION**

Regarding the first research question about the implementation of Canva in fostering students' 4C skills, the study found that using Canva in learning activities can encourage students' critical thinking, communication, collaboration, and creativity skills. In implementing Canva, this study used the scientific approach which consists of five stages; observing, questioning, experimenting, associating, and communicating. Specifically, the use of Canva occurred in associating and communicating session.

Regarding the second research question, the use of Canva has facilitated students' 4C skills in several ways. Students can develop the indicators of 4C skills because of the content and interesting features provided by Canva such as "drag-and-drop" feature that can ease students to design and realize their ideas, and "create-team" feature that can facilitate students to collaborate effectively because they can edit the design in their own phones.

Regarding the third research question about the students' voices in using Canva, this study found eight advantages and three disadvantages based on the students' response in the questionnaire. The eight advantages are; Canva makes learning more fun, easy to use, increases students' creativity, improves students' writing skills, simplifies the writing process, ease student to collaborate, makes students focus and concentrate during learning activities, and can be used for other subjects. Meanwhile, the disadvantages are; Canva requires a data connection, often facing force close, and can only be accessed online.

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