

## Development of Canva-Based Interactive Learning Media on Business Opportunity Material in the Fashion Sector at Vocational School

Ria Riska<sup>1</sup>, Esin Sintawati<sup>2</sup>, Umi Kulsum<sup>3</sup>, Rentya Sari Devi<sup>4</sup>

<sup>1, 2, 4</sup> Universitas Negeri Malang, Indonesia

<sup>3</sup> SMK Negeri 5 Malang, Indonesia

---

### Article Info

#### Article history:

Received April 15, 2025

Revised June 11, 2025

Accepted June 16, 2025

#### Keywords:

Business Opportunity;

Canva;

Interactive Learning;

Media;

Vocational School.

---

### ABSTRACT

This project aims to develop interactive learning media using Canva that is effective, engaging, and suitable for teaching business potential in the fashion industry at public vocational schools. This study employs a research and development (R&D) methodology utilizing the ADDIE model for its design framework. This research was conducted at Public Vocational School 5 Malang. The research tool comprises a questionnaire. The study found that using the Canva application to create interactive learning media for the Basics of Electronics subject received a validation score of 91.76% from material experts I and II, which means it is considered very valid. Additionally, media experts I and II provided a validation average of 91.5%, also categorizing it as very valid. The practicality test yielded an average score of 95.40% across all dimensions, classifying it as highly practical. The validation and practicality findings of the interactive learning media utilizing the Canva application were deemed "very valid" and "very practical" for the creative project and entrepreneurship courses concerning business opportunity material for Class XI DPB 1 at Public Vocational School 5 Malang.

Copyright © 2025 ETDCI.  
All rights reserved.

---

### Corresponding Author:

Esin Sintawati,

Universitas Negeri Malang, Indonesia

Email: [esin.sintawati.ft@um.ac.id](mailto:esin.sintawati.ft@um.ac.id)

---

## 1. INTRODUCTION

Vocational education plays a pivotal role in equipping human resources who are employable, self-sufficient, and competitive in the business and industrial sectors (Indrawati & Kuncoro, 2021). One of the important competencies that must be possessed by vocational high school graduates, especially in the fashion design and production expertise program, is the ability to identify and manage business opportunities. This competency is very relevant considering the main goal of vocational education is to produce skilled workers while encouraging the growth of young entrepreneurs.

However, the delivery of business opportunity material in vocational schools still faces various obstacles, especially in terms of limited contextual, interactive, and captivating learning media. Teachers still predominantly use the lecture approach and

static media such as textbooks, so that students do not acquire enough applicable and meaningful learning experiences (Kinshuk et al., 2016; Sivarajah et al., 2019). In fact, entrepreneurial skills require an understanding that is not only cognitive but also affective and psychomotor. Therefore, learning media is needed that can integrate visual, exploratory, and interactive elements so that business opportunity material is easier to understand and relevant to real-world needs.

Canva-based educational media enhances student motivation and engagement due to its visually appealing and user-friendly design (Susanti et al., 2024; Rahayu & Ansori, 2025). Utilizing Canva in education enhances the attractiveness of the content and facilitates students' comprehension of abstract concepts via visualization and simulation (Jannah et al., 2023). In the realm of entrepreneurship, Canva is highly effective for assembling company plans, designing promotional materials, and presenting business concepts in a professional and visually appealing manner.

Public Vocational School 5, Malang, as a vocational institution specializing in fashion, requires the development of new learning media that align with the characteristics of its students. To date, interactive learning media utilizing Canva has been specifically produced for business opportunity content in phase F. The choice of medium affects students' minimal engagement in the learning process and suboptimal comprehension of the information, which is crucial for entrepreneurship preparation.

Studying business opportunity content is significant for preparing students for the workforce or entrepreneurship, making the creation of interactive learning media utilizing Canva essential. This media is anticipated to enhance learning quality while also cultivating creativity, enthusiasm, and entrepreneurial spirit among students, particularly in the fashion business, which is intrinsically linked to visual elements, design, and product promotion.

This project seeks to create interactive learning media utilizing Canva that is viable, appealing, and successful for teaching business potential in the fashion industry at Public Vocational School 5 Malang. This initiative aims to address the issues of 21st-century education and facilitate the execution of the autonomous curriculum, which prioritizes creativity, autonomy, and active student engagement in the learning process.

### **Interactive Learning Media**

Educational media significantly contributes to the attainment of learning objectives (Haryana et al., 2022). Media serves as a mechanism in the educational process to transmit information or instructional instructions from educators or other sources to learners. Utilizing suitable media can enhance the cognitive, affective, and psychomotor dimensions of students, rendering learning more engaging, interactive, and significant (Putri et al., 2022).

In contemporary education, media is not merely supplementary but a fundamental necessity for educators in disseminating instructional content. Insufficient media or improper utilization of media can hinder students' comprehension of the presented material (Sofi-Karim et al., 2023). Consequently, educators must select and utilize media that align with technological advancements and the attributes of students and

educational content (Haleem et al., 2022). With the swift progression of information and communication technology, educators must exhibit creativity, innovation, and adaptability in employing diverse technology-based media (Choi et al., 2023). This strategy aims to enhance knowledge dissemination and elevate students' motivation to learn through a pertinent and contextual methodology.

Moreover, the choice of suitable learning media, when paired with effective learning methodologies, can enhance the quality of educational implementation (Daryanes et al., 2023; AlShaikh et al., 2024). Interactive, technology-based media tailored to the needs and characteristics of students is believed to enhance engagement and enthusiasm in learning, as well as facilitate a deeper comprehension of the topic.

In the context of vocational learning, such as in the Fashion Design and Production Expertise Program, learning media that is designed visually and applicatively really helps students understand practical material. Therefore, the use of digital platforms such as Canva is an innovative solution in designing interesting and interactive learning media (Abin et al., 2023). Canva is a graphic design-based application that is easy to use and supports various features such as inserting text, images, videos, and hyperlinks and integrating quizzes and assignments. The creation of Canva-based educational media, incorporating material features, instructional videos, educational games, and interactive assignments, can enhance the learning experience and encourage students to engage in independent and collaborative learning.

Thus, Canva-based learning media is not only a teaching aid but can also function to significantly increase student learning motivation (Prihatiningtyas & Astuti, 2024). This media bridges the needs of students who are familiar with technology while supporting the achievement of learning competencies through a visual, interactive, and comprehensive approach.

### **Canva App**

Canva is a digital graphic design platform accessible through a website or application (Musannadah & Jannah, 2022). This program facilitates the creation of diverse and appealing visual displays for users, especially educators. In the context of education, Canva is one of the digital media that can be used by teachers to creatively compile teaching materials (Susilo et al., 2025; Abdullah et al., 2025). The use of Canva is considered effective because it can increase the appeal of teaching materials so that students become more motivated in following the learning process. Interactive and aesthetic visual displays are one of the main attractions of this media, which can ultimately support the achievement of learning objectives.

In addition, Canva also allows users to create various types of designs, such as posters, presentations, learning documents, and other visual content. Canva provides various template options that can be used directly or modified as needed (Jamaludin & Sedek, 2023). Canva services are divided into two types, namely free and paid versions, both of which provide various graphic design support features. Based on this, Canva is a potential medium to be used in teaching and learning activities, especially in improving students' learning skills and motivation. Canva provides various design tools

that can be used to create visual teaching materials independently or by using available templates. With this convenience, teachers can present materials visually so that learning takes place more effectively and enjoyably. The use of Canva has also been proven to foster creativity in both teachers and students, as well as encourage the active involvement of students in the learning process (Pedroso et al., 2023; Abdullah et al., 2025).

Learning media created through Canva has outstanding potential in increasing student learning motivation. This is due to the engaging, adaptable materials. Strong visualization in Canva helps facilitate understanding of concepts, especially for materials that are narrative or require visual explanations.

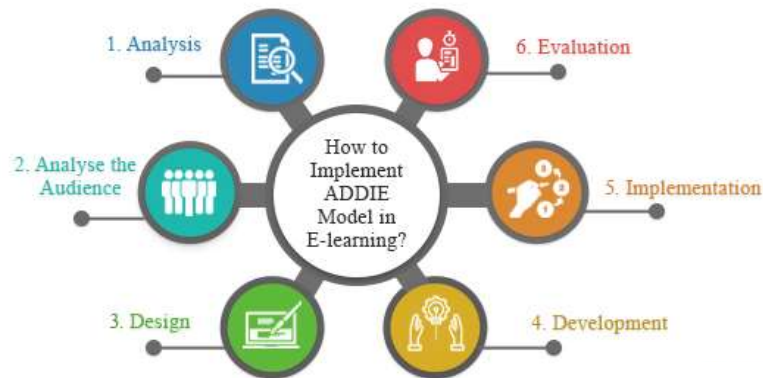
The development of interactive learning media with Canva seeks to enhance teachers' efficacy in presenting instructional content (Yuanta & Larasati, 2023). This media also enables students to learn independently both during and outside of class hours. With Canva, educators transition from being the sole providers of information to facilitators who guide students through an active and engaging learning experience.

Canva facilitates the integration of diverse multimedia components, including text, photos, audio, video, and animation, inside a single learning medium. This offers students the chance to comprehend the information via an engaging visual method, simultaneously fostering their creative cognitive processes (Gurning et al., 2024; Badriyah et al., 2025). Consequently, utilizing Canva in education might facilitate students' exploration of learning topics with greater depth and enjoyment.

## 2. METHOD

This study employs the R&D (research and development) methodology to create interactive learning media with Canva to enhance narrative reading skills. We developed this media using the ADDIE process, which consists of five stages: analysis, design, development, implementation, and evaluation. Richey & Klein (2014) define research and development as a deliberate and systematic inquiry aimed at discovering, refining, developing, producing, and evaluating the efficacy of a product, model, method, strategy, service, or specific procedures deemed superior, effective, efficient, productive, and significant. Product development broadly encompasses the enhancement of existing products to improve their practicality, effectiveness, and efficiency, as well as the creation of entirely novel items. This research was conducted at Public Vocational School 5 Malang.

The systematic and structured workflow of this paradigm extensively guides the creation of learning systems. In this study, the development process was completed up to the implementation step without progressing to the comprehensive evaluation stage. The following presents the ADDIE development model used in this study in Figure 1 (Branch & Varank, 2009).



**Figure 1.** ADDIE Development Model

This research delineates each phase of the ADDIE development model as follows:

#### 1. Analysis

This analysis aims to determine the initial needs before developing learning media, which includes curriculum analysis and student needs analysis. Curriculum analysis is carried out to review the applicable curriculum; by conducting this curriculum analysis, researchers can determine the competencies and learning objectives to be achieved. This analysis is also used to determine which competencies the media will develop for.

#### 2. Design

At this step, the author plans the media that will be generated depending on the results of the analysis. The researcher initiated the development of interactive learning media utilizing Canva, according to a concept aligned with the storyboard and established teaching modules encompassing specified resources and fundamental competencies. The design phase aims to create a media design suitable for vocational high school students. The selection of pictures, typography, and fundamental color schemes is essential for the forthcoming media development.

#### 3. Development

At this stage, the developed learning material undergoes media feasibility testing, validated by two experts: a material expert and a media expert. The validation outcomes are utilized to implement adjustments and enhancements.

#### 4. Implementation

Implementation involves utilizing items specifically built for application in a verified learning process. This phase begins with the creation of a learning environment and a conducive atmosphere, incorporating educational media into the instructional process.

### 5. Evaluation

The evaluation step is the final phase, during which an analysis of the quality of the developed media is conducted to provide an appraisal of the media produced. The researcher confined this study and development to the execution phase owing to time limitations.

We constructed the questionnaire using a Likert scale. Sugiyono (2013) asserts that individuals and groups use the Likert scale to assess their attitudes, views, and perceptions on a social issue. This scale delineates the variables under investigation into several indicators, which subsequently serve as the foundation for formulating instrument items in the form of statements or inquiries. This Likert scale includes the following response options: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = severely disagree. The validity criteria are presented in Table 1 below:

**Table 1.** Validity Criteria

| Interval   | Criteria    |
|------------|-------------|
| 0% - 20%   | Not Valid   |
| 21% - 40%  | Less Valid  |
| 41% - 60%  | Quite Valid |
| 60% - 80%  | Valid       |
| 80% - 100% | Very Valid  |

## 3. RESULTS AND DISCUSSION

### Results

Students in class XI DPB 1 at Public Vocational School 5 Malang created this educational media. This document elucidates the findings of the investigation:

#### Analysis

During this analytical phase, the author executed a series of activities undertaken by researchers to discover various issues and shortcomings in the educational process at Public Vocational School 5 Malang. Following comprehensive observations, the author identified multiple challenges faced by students, including (1) the predominance of traditional instructional methods, such as lectures and assignments, employed by teachers during the learning process, (2) the utilization of unengaging teaching media by educators, and (3) a deficiency in student motivation towards learning.

#### Design

At this design stage, the researcher plans and designs the form of learning media that will be created. The design that will be created for the learning media will later be adjusted to the criteria of the students, namely, it must be in accordance with the learning material and must also be adjusted to the content, design, and language of the learning material that will be created using the Canva application.

The media designed for this study is the ADDIE learning medium. At this stage, the design is carried out to compile the framework of the media content displayed in each

slide, consisting of a learning menu consisting of material features, assignments, games, and learning videos.



**Figure 1.** Initial view of learning media

On this cover there is a description of the name of the subject using a unique color design according to the criteria of students of XI DPB 1, which is dominated by female students. On this initial display there is a "START" feature; by clicking this "START" feature, the user will be directed to the next menu, which is the business opportunity material. The appearance of the lesson menu can be seen in the following Figure 2.



**Figure 2.** Business opportunity material menu display

In this material menu, there are four features, namely the "Material," "Video," "Assignment," and "Game" features. In these features, users will be directed to the next menu according to the selected feature. In the material feature, business opportunity material is presented simply using simple language so that students can understand the material easily. In the video feature, users will be directed to learning media that presents a collection of learning videos from YouTube that are integrated into learning media.

Furthermore, in the task feature, users will be directed to group assignment instructions that contain a submit task feature to facilitate assignment collection. Then the last game feature: in this feature, users will be directed to the game menu; in this menu, users can choose three types of interactive games.



### **Development**

The validation test involves distributing questionnaires that will be filled out by experts, including media experts who assess the media aspect (appearance) and material experts who assess the material aspect (content). Based on the percentage obtained from the material experts, the average percentage is 91.76%, which can be categorized as "very valid." Once declared valid, the medium will undergo testing for its product or practicality. In this practical aspect, the subjects are 25 students.

At this stage, the researcher will test the product on the students' Androids; after it is tested, the researcher will give a questionnaire to each student to obtain the results of the product that has been tested. Of the fifteen students, the percentage obtained is an average of 95.40% or falls into the range for the practicality test of "very practical."

### **Discussion**

This research examines the limitations of educational media in the learning process, particularly because most students' grades do not meet graduation standards. Numerous forms of media have been developed in the contemporary era of scientific and technological advancement, one of which is educational media utilizing the Canva program. The utilization of this interactive learning media is anticipated to enhance and stimulate students' motivation to learn, owing to their engagement with media that presents text, photos, videos, and interactive games.

This educational media is utilized in Class XI DPB 1 at Public Vocational School 5 Malang. This interactive learning media has been classified as valid and practical based on data analysis and testing outcomes. Consequently, teachers can utilize interactive learning media in creative projects and entrepreneurship education.

Teachers must focus on understanding the components of interactive learning media and adhere to all phases of its creation, including definition, design, and development (Rahim et al., 2022; Daryanes et al., 2023). Prior to the implementation of interactive learning media in student education, it is essential to assess its validity and feasibility.

The validation and practicality assessment of interactive learning media in the Creative Project and Entrepreneurship subject yielded a "Very Valid" rating for the validity test and a "Very Practical" rating for the practicality test. Verified validity and usability make the Canva program an appropriate tool for interactive learning media. Interactive learning media with the Canva program can enhance the educational process (Mulyati et al., 2022; Agustin et al., 2025). Furthermore, enhance the quality of education, elevate student passion and interest in learning, and augment teacher creativity in developing educational media, since the utilization of Canva is user-friendly.

## **4. CONCLUSION**

The design and research results show that the interactive learning media created with the Canva application for the Basics of Electronics subject received a validation average of 91.76% from material experts I and II, which means it is considered very valid. Additionally,



media experts I and II provided a validation average of 91.5%, also categorizing it as very valid. The practicality test yielded an average score of 95.40% across all dimensions, classifying it as highly practical. The validation results indicate that the interactive learning media utilizing the Canva application is deemed "very valid" and "very practical" for the creative project and entrepreneurship courses, specifically in the business opportunity material for Class XI DPB 1 at public vocational school 5 Malang.

As a suggestion, the results of this study can be a reference for teachers in improving student learning outcomes. Additionally, further research recommends developing interactive media using the Canva application for a broader range of subjects, particularly in vocational education.

## ACKNOWLEDGEMENTS

The researchers sincerely acknowledge the participants of this study, including the organizers of PPG Universitas Negeri Malang, SMK Negeri 5 Malang. They also express their gratitude to those whose names remain unspecified, yet their support has been invaluable.

## REFERENCES

- Abdullah, I. H., Wahyudi, D., Tonra, W. S., Tonra, W. S., & Hasbi, M. (2025). Development Of Digital Teaching Materials Based On Differentiated Learning Using Canva For Mathematics Subjects. *EduMatSains: Jurnal Pendidikan, Matematika dan Sains*, 9(2), 244-255. <https://ejournal.uki.ac.id/index.php/edumatsains/article/download/6322/3248>
- Abin, M. R. L., Juniar, T. P. D., Maula, F. I., & Pahlevi, T. (2023). Implementation of Canva Application as Digital Learning Media in Influencing Student Creativity Skills. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 11(3), 160-172. <https://doi.org/10.26740/jpap.v11n3.p160-172>
- Agustin, H., Saputro, H., & Setiawan, A. H. (2025). Enhancing Learning Outcomes and Motivation in Vocational High School Students through Canvasites Learning Media Development. *AL-ISHLAH: Jurnal Pendidikan*, 17(1), 683-692. <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/5951>
- AlShaikh, R., Al-Malki, N., & Almasre, M. (2024). The implementation of the cognitive theory of multimedia learning in the design and evaluation of an AI educational video assistant utilizing large language models. *Heliyon*, 10(3). <https://doi.org/10.1016/j.heliyon.2024.e25361>
- Badriyah, L., Tindangen, M., & Adji, S. S. (2025). The Effect of Canva Application on Learning Interest and Critical Thinking of Elementary School Students. *ADPEBI International Journal of Business and Social Science*, 5(1), 37-49. <https://doi.org/10.54099/aijbs.v5i1.1306>
- Branch, R. M., & Varank, İ. (2009). *Instructional design: The ADDIE approach* (Vol. 722, p. 84). New York: Springer.
- Choi, E., Kim, J., & Park, N. (2023). An analysis of the demonstration of five-year-long creative ICT education based on a hyper-blended practical model in the era of intelligent information technologies. *Applied Sciences*, 13(17), 9718. <https://doi.org/10.3390/app13179718>
- Daryanes, F., Darmadi, D., Fikri, K., Sayuti, I., Rusandi, M. A., & Situmorang, D. D. B.

- (2023). The development of articulate storyline interactive learning media based on case methods to train student's problem-solving ability. *Heliyon*, 9(4). <https://doi.org/10.1016/j.heliyon.2023.e15082>
- Gurning, P., Maasawet, E. T., Hudiyo, Y., Subagiyo, L., Herliani, H., & Akhmad, A. (2024). Developing of Canva-based learning media to increase student creativity and learning outcomes. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 10(3), 887-897. <https://doi.org/10.22219/jpbi.v10i3.33815>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable operations and computers*, 3, 275-285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Haryana, M. R. A., Warsono, S., Achjari, D., & Nahartyo, E. (2022). Virtual reality learning media with innovative learning materials to enhance individual learning outcomes based on cognitive load theory. *The International Journal of Management Education*, 20(3), 100657. <https://doi.org/10.1016/j.ijme.2022.100657>
- Indrawati, S. M., & Kuncoro, A. (2021). Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019–2024. *Bulletin of Indonesian Economic Studies*, 57(1), 29-59. <https://doi.org/10.1080/00074918.2021.1909692>
- Jamaludin, N. F., & Sedek, S. F. (2023). CANVA as a Digital Tool for Effective Student Learning Experience. *Journal of Advanced Research in Computing and Applications*, 33(1), 22-33. <https://doi.org/10.37934/arca.33.1.2233>
- Jannah, F. N. M., Nuroso, H., Mudzanatun, M., & Isnuryantono, E. (2023). Penggunaan aplikasi canva dalam media pembelajaran matematika di sekolah dasar. *Jurnal Pendidikan Dasar*, 11(1), 138-146. <https://doi.org/10.20961/jpd.v11i1.72716>
- Kinshuk, Chen, N. S., Cheng, I. L., & Chew, S. W. (2016). Evolution is not enough: Revolutionizing current learning environments to smart learning environments. *International Journal of Artificial Intelligence in Education*, 26(2), 561-581. <https://doi.org/10.1007/s40593-016-0108-x>
- Mulyati, I., Astuti, I., & Ernawaty, E. (2022). Development of canva application assisted learning media in class XII advanced study materials with 4-D models. *JTP-Jurnal Teknologi Pendidikan*, 24(3), 322-329.
- Musannadah, S., & Jannah, S. N. (2022). The Application of Canva as Interactive Media in 21st Century Learning. In *Social, Humanities, and Educational Studies (SHES): Conference Series* (Vol. 5, No. 6, pp. 72-80). <https://jurnal.uns.ac.id/SHES/article/view/81036>
- Pedroso, J. E., Sulleza, R. S., Francisco, K. H. M. C., Noman, A. J. O., & Martinez, C. A. V. (2023). Unlocking the power of Canva: Students' views on using the all-in-one tool for creativity and collaboration. *Journal of Digital Learning and Distance Education*, 2(2), 443-461. <https://doi.org/10.56778/jdlde.v2i2.117>
- Prihatiningtyas, M., & Astuti, T. (2024). The Effect the Canva Based Problem Based Learning Model on Student Motivation and Learning Outcomes in Science and Technology Subjects. *Jurnal Penelitian Pendidikan IPA*, 10(8), 5734-5740. <https://doi.org/10.29303/jppipa.v10i8.7948>
- Putri, D. N. S., Islamiah, F., & Tyara Andini, A. M. (2022). Analisis Pengaruh Pembelajaran Menggunakan Media Interaktif terhadap Hasil Pembelajaran Siswa Sekolah Dasar. *Pendidikan Dasar dan Sosial Humaniora*, 2 (2), 367-374. <https://doi.org/10.53625/jpdsh.v2i2.4290>
- Rahayu, T. E., & Ansori, I. (2025). Development of Canva-based Interactive Multimedia Presentation Using Problem Based Learning Model on the Material of Body Parts–Plants. *Jurnal Penelitian Pendidikan IPA*, 11(4), 685-693.

- <https://doi.org/10.29303/jppipa.v1i4.10771>
- Rahim, F. R., Sari, S. Y., Sundari, P. D., Aulia, F., & Fauza, N. (2022). Interactive design of physics learning media: The role of teachers and students in a teaching innovation. In *Journal of Physics: Conference Series* (Vol. 2309, No. 1, p. 012075). IOP Publishing. <https://doi.org/10.1088/1742-6596/2309/1/012075>
- Richey, R. C., & Klein, J. D. (2014). *Design and development research: Methods, strategies, and issues*. Routledge.
- Sivarajah, R. T., Curci, N. E., Johnson, E. M., Lam, D. L., Lee, J. T., & Richardson, M. L. (2019). A review of innovative teaching methods. *Academic radiology*, 26(1), 101-113. <https://doi.org/10.1016/j.acra.2018.03.025>
- Sofi-Karim, M., Bali, A. O., & Rached, K. (2023). Online education via media platforms and applications as an innovative teaching method. *Education and Information Technologies*, 28(1), 507-523. <https://doi.org/10.1007/s10639-022-11188-0>
- Sugiyono, P. D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta Bandung.
- Susanti, D. A., Sultonurohmah, N., & Purwitasari, E. D. (2024). The Effectiveness of Using Canva Application as A Science Learning Media in Elementary Schools. *BASICA: Journal of Primary Education*, 4(2), 89-100. <https://doi.org/10.37680/basic.v4i2.6393>
- Susilo, D. R., Wiyanarti, E., Mulyana, A., & Darmawan, W. (2025). Enhancing Creative Thinking in Vocational High School Students Through Digital History Teaching Media: The Impact of Canva Integration. *AL-ISHLAH: Jurnal Pendidikan*, 17(1), 358-367. <https://doi.org/10.35445/alishlah.v17i1.6297>
- Yuanta, F., & Larasati, D. A. (2023). Developing Canva-Based Learning Media on Maps and Class Layout for Third Graders of Elementary School. *Education and Human Development Journal*, 8(2), 66-75. <https://doi.org/10.33086/ehdj.v8i2.5220>