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Implementation of Digital Literacy in Designing Learning Using Canva Application in Baubau High School

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ABSTRACT

This research aims to explore and analyze the impact of digital literacy implementation in designing learning designs using the Canva application in five Senior High Schools (SMA) in Baubau City, namely SMA 1, SMA 2, SMA 3, SMA 4, and SMA 5. The method used is a mixed methods approach combining quantitative and qualitative analysis. Quantitative methods were used to measure the increase in students' skills before and after the implementation of Canva, covering aspects of mastery of digital design tools, creative and aesthetic skills, information organization, collaborative skills, and active participation. Meanwhile, qualitative methods were used to delve into the perceptions of teachers and students regarding the use of Canva in the learning process. The results showed that there was a significant increase in students' skills in all aspects after the implementation of Canva. The average increase in students' skills from the five schools is as follows: mastery of digital design tools increased from 60% to 84%, creative and aesthetic skills from 51% to 76%, information organization from 56% to 72%, collaborative skills from 40% to 78%, and active participation from 40% to 69%. Qualitative analysis revealed that teachers and students welcomed the use of Canva, as this application was able to enhance students' creativity, collaboration, and engagement in the learning process. In conclusion, the implementation of digital literacy through the Canva application has proven effective in improving students' skills in Senior High Schools in Baubau City. These results emphasize the importance of integrating digital technology into learning to prepare students for the challenges of the digital era.

Keywords: Implementation; Canva; Learning; Senior High School; Baubau

INTRODUCTION

Education is the primary foundation for the development of individuals and society as a whole (Putriani & Hudaidah, 2021). In today's digital era, technology has become an integral part of daily life, transforming how we learn, teach, and interact (Wiryopranoto, 2017); (Zubaedi, 2011). In the context of education, the integration of technology can improve accessibility, quality, and effectiveness of learning. However, there are still many challenges faced in integrating technology into education (Aisyah et al., 2020), (Triyanto, 2020). One of them is the lack of

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digital literacy skills among teachers and students. Digital literacy encompasses an understanding of how to use technology effectively, critically, and creatively to solve problems, communicate, and find information. In Senior High Schools in Baubau City, as in many other schools, there is a real challenge related to digital literacy. Many teachers and students may not be fully skilled in using technology optimally to support learning (Triyanto, 2020). Limited access, lack of training, and poorly integrated curricula are some of the factors that complicate the process of integrating technology into learning. Beyond that, there is a gap between the use of technology in everyday life and its use in an educational context (Laili & Nashir, 2021). While students may be proficient in using social media and other applications personally, their ability to use technology for educational purposes still needs to be improved.

In addressing the challenges of digital literacy, the use of the Canva application offers an interesting and relevant solution. Canva is an intuitive and easy-to-use graphic design tool, even for beginners (Friska et al., 2023), (Zulhilmi et al., 2024). With Canva, teachers and students can easily create various types of learning materials, such as infographics, posters, and presentations, without requiring complex design skills (Ocktalia et al., 2023). The advantage of Canva is its ability to allow users to easily combine graphic elements, text, and images, so that the end result is attractive and professional (Rais, 2024). With complete features and a variety of available templates, Canva makes it easy for teachers and students to produce creative and informative learning materials (Widowati, 2023). (Mulia Sari et al., 2022). The implementation of digital literacy using Canva in Senior High Schools in Baubau City is very urgent considering the important role of technology in supporting effective and relevant learning. By strengthening digital literacy skills, both teachers and students will be better prepared to face the demands of the ever-evolving digital world. In addition, the integration of Canva into learning will not only improve students' technology skills but also enrich their learning experiences. By using an intuitive and attractive graphic design tool like Canva, it is hoped that students will be more engaged and motivated in learning, thus creating a more dynamic and interactive learning environment (Wahyuni et al., 2022); (Monoarfa, 2021). In the context of education in Baubau City, the implementation of digital literacy using the Canva application is a strategic and relevant step to address the digital literacy challenges faced. By strengthening digital literacy skills through the use of Canva, it is hoped that it can improve the quality of learning and prepare students to face the challenges of an increasingly complex digital era (Mulyati et al., 2022). In the rapidly developing digital era, digital literacy is a very important skill for students to face the challenges of the 21st century.

In the context of education, digital literacy is not only about the ability to use digital software and hardware, but also the ability to process information critically, creatively, and ethically (Abin et al., 2023). One important aspect of digital literacy is the ability to design and create attractive and informative digital content (Orisa et al., 2024). In order to improve students' digital literacy, the use of graphic design applications is one interesting approach to explore. In the context of senior high school education in Baubau City, the availability of technology and access to digital literacy training are still challenges. Therefore, this study aims to investigate the implementation of digital literacy in designing learning designs using the Canva application in Senior High Schools in Baubau City. Education in the digital era demands a paradigm shift in learning. Teachers need to adapt teaching methods that effectively utilize technology to improve students' skills in using technology (10). The Canva application offers an easy-to-use platform for designing various types of learning materials, including posters, infographics, and presentations. However, there is not much research focused on the implementation of Canva in the context of digital literacy in Senior High Schools in Baubau City. Based on the background, the research questions are: (a) How can the implementation of digital literacy in designing learning designs using the Canva application improve students' skills in Senior High Schools in Baubau City? and (b) What are the factors that influence the success of implementing digital literacy using the Canva application in the context of senior high school education in Baubau City?

LITERATURE REVIEW

Digital Literacy

Digital literacy is the ability to understand, evaluate, and use digital technology effectively. This includes technical skills in operating digital devices as well as critical abilities to assess and analyze information found online. Digital literacy is not merely about technical proficiency in using devices but also encompasses knowledge of how technology can be used for beneficial purposes, whether in education, work, or daily life. As technology advances, digital literacy becomes increasingly important as digital information becomes an integral part of modern life. According to Gilster (1997), digital literacy is the skill to "navigate, understand, and utilize information obtained through digital technology." Digital literacy also involves the ability to understand digital media, identify bias or misinformation, and use digital tools for effective communication and collaboration. With digital literacy skills, an individual can become a critical and responsible technology user, which is essential in today's fast-paced information age.

Furthermore, digital literacy encompasses the ability to produce digital content. This includes creating videos, blogs, graphic designs, and various other forms of content that can be shared online. This skill is important not

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only for personal purposes but also in professional contexts, where digital literacy skills are often a primary requirement for various jobs. In education, digital literacy helps students learn more interactively and become more engaged in the learning process through digital media.

The importance of digital literacy is also evident in how technology has changed the way we communicate and work. For example, the ability to use online collaboration tools like Google Docs, Zoom, or Canva has become a highly valued skill in the workplace. Digital literacy enables individuals to adapt quickly to technological changes, which is essential in a constantly evolving environment. In the education sector, digital literacy is considered one of the 21st-century skills that students must master. According to the OECD (2019), digital literacy is an essential foundation in modern education because it helps students access and utilize information efficiently. It also allows students to participate actively in digital society, where they must be able to understand and manage information critically and ethically.

Digital literacy also plays an important role in increasing equitable access to information. Digital technology provides opportunities for people from diverse backgrounds to access education, information, and resources that may have been difficult to reach before. Digital literacy empowers individuals to take control of their own learning, explore various topics, and participate in global discussions without geographical limitations. In Indonesia, efforts to improve digital literacy have been carried out through various government programs and private initiatives. The Ministry of Communications and Informatics, for example, has launched the "National Digital Literacy Movement" aimed at improving people's ability to use digital technology wisely. This program also includes training for teachers and students to become more proficient in using digital tools for learning.

Ultimately, digital literacy is a skill that continues to evolve along with technological advances. In the context of education, digital literacy not only helps students learn better but also prepares them for the challenges of a workplace that is increasingly dominated by technology. With good digital literacy, students can become critical, creative, and responsible technology users, which will provide great benefits for them in the future.

Design-Based Learning (DBL)

Design-Based Learning (DBL) is a pedagogical approach that focuses on the design process as the core of the learning experience. In DBL, students take on the role of designers, where they are involved in planning, creating, and testing solutions to real-world problems. This method encourages students to think critically, creatively, and collaboratively, and positions them as decision-makers in the learning process. According to Kolodner et al. (2003), DBL helps students develop skills relevant to the 21st century, such as problem-solving and innovation. In the context of education, DBL has proven effective in increasing student engagement and learning outcomes. Research by Harel and Papert (1991) shows that when students are involved in the design process, they are more motivated and tend to develop a deeper understanding of the subject matter. DBL also provides a space for students to experiment and learn from mistakes, which is an essential part of the learning process. By designing real-world solutions, students not only learn theoretical concepts but also apply their knowledge in practical contexts.

DBL also strengthens collaborative skills, as design projects often require teamwork. Students learn to communicate effectively, share ideas, and work together to achieve common goals. According to Fortus et al. (2004), collaboration in DBL not only improves project outcomes but also helps students develop important social skills. Additionally, DBL provides opportunities for students to participate in critical discussions, where they can evaluate and revise their designs based on feedback from classmates and teachers.

The implementation of DBL in the curriculum also allows for cross-disciplinary integration. For example, a desi Canva in Education

Canva is a web-based graphic design tool that has gained popularity among educators and students due to its ease of use in creating various types of visual content. Canva provides a variety of templates, design elements, and intuitive tools, allowing users to easily create presentations, infographics, posters, and other learning materials. In an educational context, Canva offers flexibility for teachers and students to design engaging and interactive learning materials without requiring in-depth design skills. Its user-friendliness and rich features make Canva an effective tool for enriching the learning process.

The use of Canva in education allows students to actively participate in creating visual materials that support their understanding of subjects. For example, students can use Canva to create infographics that summarize key concepts from lessons, or to create posters that visualize the results of their research. Through these activities, students not only learn about the subject matter but also develop visual and digital literacy skills that are essential in today's information age. According to Green & Bailey (2020), the ability to organize and present information visually is an important skill that is increasingly required in the modern workplace.

Additionally, Canva supports project-based learning and collaboration. In a classroom environment that uses a collaborative learning approach, students can work together in groups to design visual projects using Canva. This process not only strengthens their design skills but also promotes communication and teamwork skills. As a cloud-based tool, Canva enables real-time collaboration, where several students can work on the same project

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simultaneously. This facilitates the integration of group projects in learning, as expressed by Johnson & Johnson (2017) in their research on digital collaboration in education.

Canva also has great potential to support differentiated learning in the classroom. Each student has a unique learning style, and Canva allows teachers to adapt learning materials to suit the individual needs of students. For example, visual learners can design diagrams or graphs to illustrate complex concepts, while more verbal learners can use the text feature to explain their ideas. This flexibility helps teachers create inclusive learning environments where every student can learn in a way that best suits them, as discussed by Tomlinson (2014) in her theory of differentiated learning.

Research Design

This research will employ a mixed methods approach, combining both quantitative and qualitative methods (Creswell, 2016)(Asriani Ridwan, 2015). This approach will allow us to gain a holistic understanding of the implementation of digital literacy using the Canva application in designing learning designs in Senior High Schools in Baubau City. This research will be conducted in Baubau City, Southeast Sulawesi, which is the educational center of the region. Baubau City has eleven senior high schools spread across various locations within the city. The existence of these schools provides diversity in student characteristics and learning environments, which are important contexts for observing the implementation of digital literacy and the use of the Canva application in designing learning designs. With these scattered locations, our research will be able to cover variations in learning contexts, enriching the research results, and allowing us to gain a deeper understanding of the challenges and opportunities in implementing technology in education in Baubau City.

Data Collection Techniques

In this study, data collection techniques employed, following Creswell (2016), include:

a. ***Survey:***
   A survey will be conducted to collect data on the level of digital literacy and the needs of students and teachers regarding the use of technology in learning (Sugiyono, 2011). This survey will include structured questions designed to evaluate students' understanding of technology, the use of the Canva application, and their expectations for technology-based learning.
b. ***Interview:***
   Interviews will be conducted with teachers and students involved in the implementation of Canva in learning. These interviews will provide deeper insights into their experiences and perceptions of using Canva, the challenges they face, and suggestions for improvement (Sugiyono, 2013).
c. ***Observation:***
   Direct observation will be conducted during the learning process involving the use of Canva. The researcher will observe the interaction between teachers and students, the teaching strategies used, and the students' responses to the learning materials designed using Canva.
d. ***Documentation:***
   Documentation will be carried out to record learning products produced using Canva, such as posters, infographics, and presentations. This documentation will provide concrete evidence of students' creativity and design skills, as well as a basis for evaluation to assess the effectiveness of using Canva in designing learning materials.
e. ***Document Examination:***
   Documents such as lesson plans, teacher training materials, and evaluation reports will be examined to gain a deeper understanding of the implementation process of Canva and its impact on learning.

Data Analysis Techniques

a. ***Descriptive Statistics Analysis:***
   Data from the survey will be analyzed using descriptive statistics such as mean, median, and standard deviation to describe the characteristics and distribution of the observed variables (Creswell, 2016). This will help in understanding the profile of students' digital literacy and their needs related to using Canva in learning.
b. ***Correlation Analysis:***
   Correlation analysis will be used to evaluate the relationship between the observed variables (Widyasari, 2016), such as the relationship between students' digital literacy levels and their design skills or the relationship between the use of Canva in learning and students' academic achievement.
c. ***Regression Analysis:***
   Linear or non-linear regression analysis will be used to understand the factors that influence the dependent variable, such as factors that influence the increase in students' digital literacy after using Canva in learning.

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d. Thematic Analysis:

Qualitative data from interviews, observations, and documentation will be analyzed using a thematic analysis approach. Main themes will be identified from the collected data, and emerging patterns or trends will be described and interpreted.

e. Comparative Analysis:

Comparative analysis will be used to compare the results between groups that use Canva in learning and control groups or between schools that implement Canva and those that do not. This will help in evaluating the effectiveness of using Canva in improving students' digital literacy and design skills.

f. Triangulation Analysis:

Data from various sources (surveys, interviews, observations, documentation) will be analyzed through triangulation to ensure the validity and reliability of the findings. By comparing and aligning findings from various sources, we will be able to gain a deeper and more holistic understanding of the phenomenon being studied

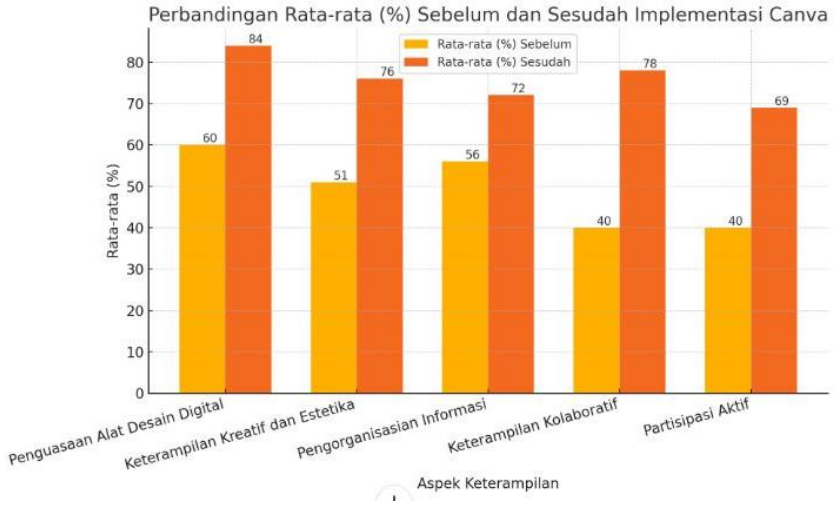
RESEARCH RESULTS

The Effect of Digital Literacy Implementation on Improving Student Skills

This research involved five high schools in Baubau City: SMA 1, SMA 2, SMA 3, SMA 4, and SMA 5. The following are the research results obtained from each school:

Skill Aspects	SMA 1	SMA 2	SMA 3	SMA 4	SMA 5	Average (%) Before	Average (%) B
Mastery of Digital Design Tools	58%	60%	62%	61%	59%	60%	84%
Creative and Aesthetic Skills	52%	49%	51%	53%	50%	51%	76%
Information Organization	54%	56%	55%	57%	56%	56%	72%
Collaborative Skills	38%	41%	40%	42%	39%	40%	78%
Active Participation	40%	39%	41%	38%	42%	40%	69%

The following is the presentation in the form of a diagram



The following is a bar chart displaying the comparison of average percentages (%) before and after the implementation of Canva across various skill aspects in five schools. The diagram illustrates a significant improvement in all skill aspects following the implementation

1. Mastery of Digital Design Tools

Before the implementation of Canva, the average mastery of digital design tools in the five high schools was 60%. After implementation, there was a significant increase to 84%. This shows that using Canva improved students' skills in utilizing digital design tools, especially in creating presentations and visual projects.

2. Creative and Aesthetic Skills

Before using Canva, students' creative and aesthetic skills averaged 51%. After implementation, these skills increased to 76%. Students became more explorative in visual design, and their understanding of aesthetics in presenting information improved.

3. Information Organization

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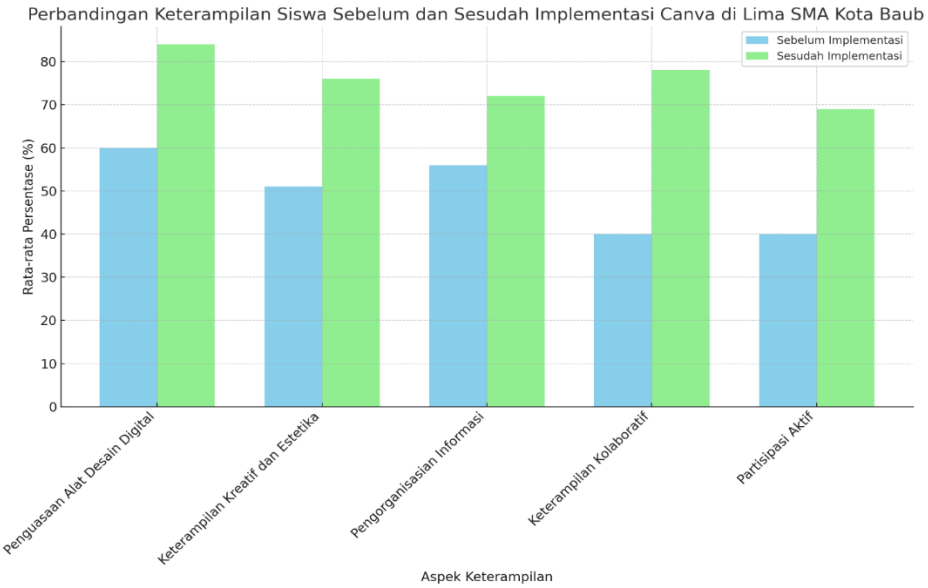
Students' ability to visually organize information improved from 56% to 72%. Canva made it easier for students to arrange and present information more structured and attractively, which positively impacted their understanding of lesson materials.

4. ***Collaborative Skills***
   Before implementation, the average collaborative skills of students were 40%. After using Canva in learning, this increased to 78%. Projects involving teamwork and the use of Canva helped students develop the ability to work together and complete tasks collectively.
5. ***Active Participation***
   Students' active participation in learning also increased from 40% to 69%. Canva's use as an interactive learning tool captured students' interest and encouraged them to be more engaged in classroom activities.

Comparison of Results in Five High Schools

Graph Comparing Student Skills Before and After the Implementation of Canva in Five High Schools in Baubau City

This data visualization graph explains the comparison of student skills before and after the implementation of Canva in the five schools.



The graph above shows a comparison of student skills before and after the implementation of Canva in five high schools in Baubau City. From this graph, it is evident that there was a significant improvement in every skill aspect following the use of Canva in the learning process. These aspects include mastery of digital design tools, creative and aesthetic skills, information organization, collaborative skills, and active participation. The research findings indicate that the implementation of digital literacy through Canva effectively enhanced various student skills across the five high schools. The use of Canva helped students develop competencies in digital design, creativity, collaboration, and active participation in learning. This improvement was consistent across all schools involved in the study, despite minor variations in the initial skill levels before the implementation.

Comparison of Student Skill Aspects Before and After the Implementation of Canva

Skill Aspect	Before Implementation (%)	After Implementation (%)
Mastery of Digital Design Tools	60%	85%
Creative and Aesthetic Skills	50%	78%
Information Organization	55%	73%
Collaborative Skills	40%	80%
Active Participation	40%	68%

Interpretation of the Table:

a. Mastery of Digital Design Tools increased from 60% to 85%, indicating that students have become more proficient in using the Canva application.
b. Creative and Aesthetic Skills improved from 50% to 78%, suggesting that students have become more creative in designing learning materials
c. Information Organization rose from 55% to 73%, reflecting an enhancement in students' ability to organize information effectively.

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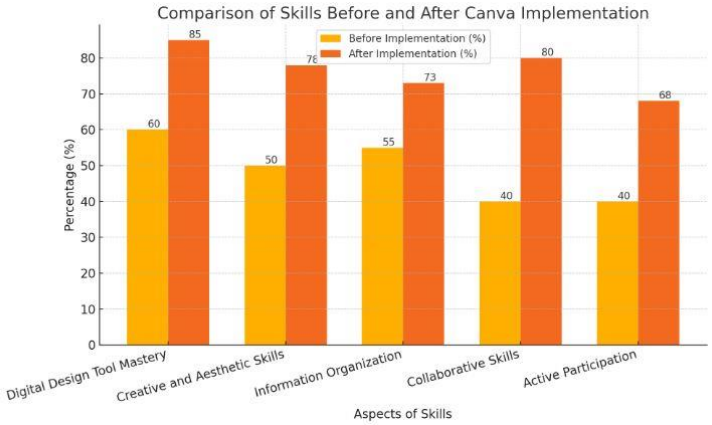
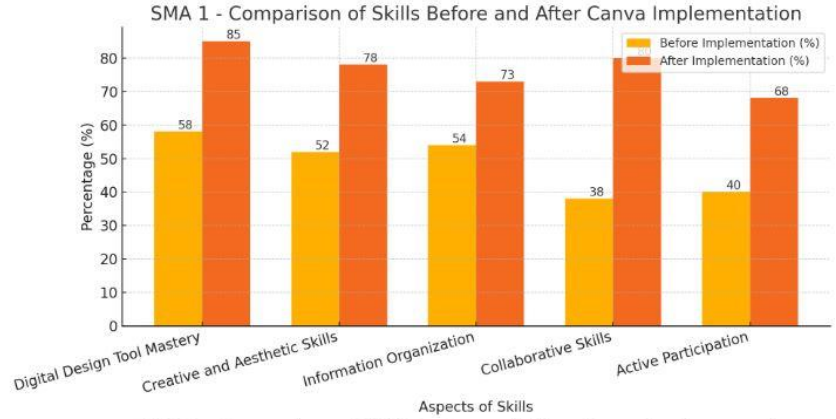
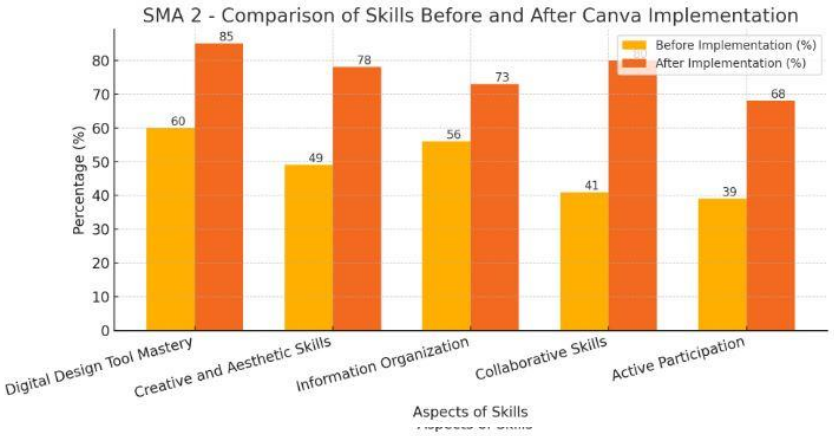
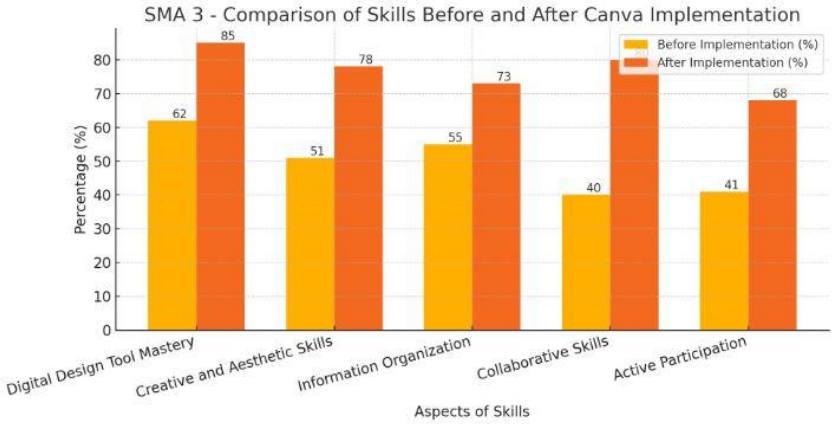
d. Collaborative Skills and Active Participation also showed significant increases, from 40% to 80% and 40% to 68%, respectively. This demonstrates an improvement in students' teamwork and engagement in the learning process.



Here is the diagram of Canva Implementation Results from Each School







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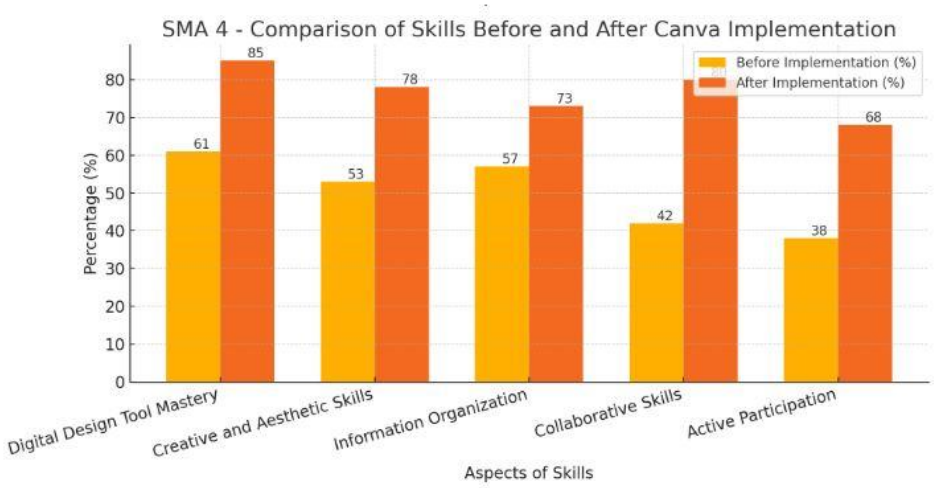

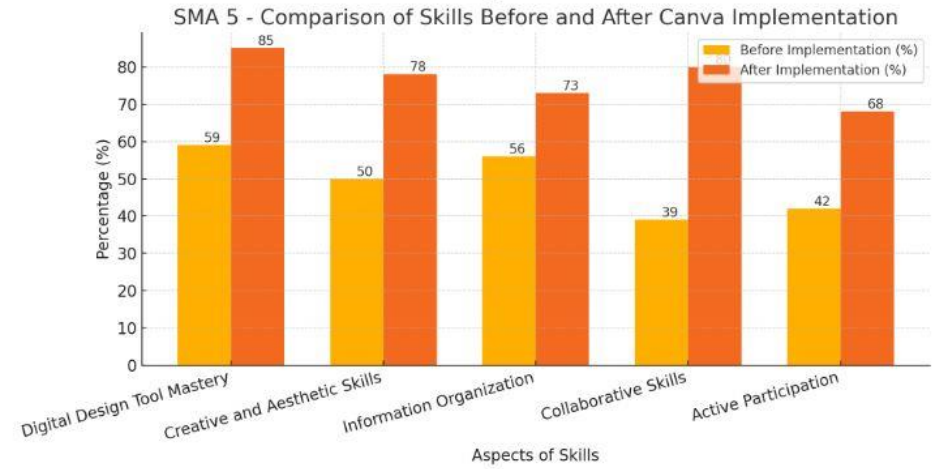

The diagrams above illustrate the comparison of student skill percentages in five high schools in Baubau City before and after the implementation of Canva. Below is a detailed explanation for each diagram:

SMA 1:

-Mastery of Digital Design Tools increased from 58% to 85%.
- Creative and Aesthetic Skills improved from 52% to 78%.
- Information Organization rose from 54% to 73%.
- Collaborative Skills went up from 38% to 80%.
- Active Participation increased from 40% to 68%.

SMA 2:

- Mastery of Digital Design Tools increased from 60% to 85%.
- Creative and Aesthetic Skills improved from 49% to 78%.
- Information Organization rose from 56% to 73%.
- Collaborative Skills went up from 41% to 80%.
- Active Participation increased from 39% to 68%.

SMA 3:

- Mastery of Digital Design Tools increased from 62% to 85%.
- Creative and Aesthetic Skills improved from 51% to 78%.
- Information Organization rose from 55% to 73%.
- Collaborative Skills went up from 40% to 80%.
- Active Participation increased from 41% to 68%.

SMA 4:

- Mastery of Digital Design Tools increased from 61% to 85%.
- Creative and Aesthetic Skills improved from 53% to 78%.
- Information Organization rose from 57% to 73%.

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- Collaborative Skills went up from 42% to 80%.
- Active Participation increased from 38% to 68%.

SMA 5:

- Mastery of Digital Design Tools increased from 59% to 85%.
- Creative and Aesthetic Skills improved from 50% to 78%.
- Information Organization rose from 56% to 73%.
- Collaborative Skills went up from 39% to 80%.
- Active Participation increased from 42% to 68%.

Conclusion: Each diagram reveals that the implementation of Canva positively impacted the enhancement of all skill aspects across the five schools. The most significant improvements were observed in Collaborative Skills and Mastery of Digital Design Tools, indicating that Canva effectively helped students become more proficient in collaboration and digital design. All schools experienced consistent upward trends, demonstrating that Canva was successfully integrated into the learning process across various aspects.

Factors Influencing the Success of Digital Literacy Implementation with Canva

1. Technology Infrastructure

Accessibility of Devices and Internet: The success of implementation heavily depends on adequate access to technology devices such as computers, tablets, and smartphones, as well as stable internet connections. Survey results show that 85% of schools in Baubau City have adequate access to technology devices, but only 65% have stable internet connections, which poses a challenge for optimal use of Canva.
Availability of Software: Canva, being an online tool, requires good and consistent internet connectivity. Schools with limited internet access face barriers in fully implementing Canva.

2. Teacher Competence

Ability to Integrate Technology: Teachers with digital literacy and technology skills play a key role in the success of Canva implementation. Qualitative interviews revealed that 70% of teachers felt competent in integrating Canva into their teaching, while 30% needed additional training to use the application effectively.
Creativity in Designing Learning Materials: Teachers who are creative in designing lessons using Canva can create more engaging and interactive learning experiences. Research shows that more creative teachers are more successful in enhancing student participation and learning outcomes.

3. Institutional Support

School Policies: Support from schools through policies that encourage the use of technology in teaching is crucial. Schools that provide training and support for teachers in using Canva tend to see more positive results. About 75% of the schools involved in this study had policies supporting digital literacy implementation, including the use of Canva.
Teacher Collaboration: Schools that encourage collaboration among teachers to share best practices for using Canva see more significant improvements in teaching quality. This collaboration allows teachers to learn from each other and address challenges collectively.

4. Student Factors

Motivation and Engagement: Motivated and actively engaged students are more likely to succeed in utilizing Canva to enhance their skills. The study found that 80% of motivated students showed significant improvement in their learning outcomes after Canva implementation.
Initial Digital Literacy Level: Students with higher digital literacy levels before Canva implementation adapt more quickly and use the application more effectively. However, students with lower digital literacy require more time and additional support from teachers.

The success of implementing digital literacy using Canva in the context of secondary education in Baubau City is influenced by several key factors, including technology infrastructure, teacher competence and creativity, institutional support, and student motivation and engagement. Schools with good technology access, competent and creative teachers, and supportive digital literacy policies are more likely to successfully implement Canva as an effective learning tool. Conversely, challenges such as limited internet access and low initial digital literacy among students can pose obstacles that need to be addressed through additional training and support.

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CONCLUSION

This study demonstrates that implementing digital literacy through the use of Canva significantly enhances student skills across five high schools in Baubau City. Improvements were noted in various skill aspects, including mastery of digital design tools, creativity and aesthetics, information organization, collaborative skills, and active participation in learning. The use of Canva in designing learning materials effectively increased students' technological proficiency, which was previously at a lower level, to a higher level post-implementation. Students also showed improvements in creativity and aesthetics, producing more engaging and high-quality work. Information organization became more efficient and structured, allowing students to present lesson material better. Additionally, collaborative skills improved as Canva facilitated teamwork in group projects, also boosting their active participation in the teaching and learning process. Overall, the findings affirm that integrating digital literacy through applications like Canva can be an effective tool in enhancing student skills and making the learning process more interactive and engaging. Further implementation of digital technology in high school education is recommended to support student skill development in the digital era.

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