



TEACHERS' DIGITAL PEDAGOGICAL COMPETENCE IN UTILIZING CANVA

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ABSTRACT

This study aims to analyze teachers' digital pedagogical competence in utilizing the Canva application and its implications for learning innovation. The background of this study is based on the demands of digital transformation in education, which requires teachers not only to master the material but also to be able to integrate technology pedagogically. The method used is a quantitative approach with a survey design, involving 10 teachers as respondents selected using a purposive sampling technique. The research instrument was a questionnaire that measured aspects of digital pedagogical competence, including the ability to plan digital-based learning, use of Canva media, and innovation in the learning process. Data were analyzed using descriptive and inferential statistics to examine the relationship between variables. The results show that teachers' digital pedagogical competence in utilizing Canva is in the high category, especially in the aspect of designing attractive and interactive learning media. In addition, there is a significant influence between Canva utilization and increased learning innovation, as demonstrated by the variety of methods, increased student engagement, and creativity in presenting material. The discussion shows that Canva is an effective tool in supporting a more modern, flexible, and student-centered learning transformation. In conclusion, strengthening teachers' digital pedagogical competencies through the use of Canva is crucial in encouraging learning innovations that are adaptive to technological developments.

Keywords: Digital Pedagogical Competence, Canva, Learning Innovation, Learning Media, Digital Transformation of Education

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INTRODUCTION

Digital transformation in education is inevitable in the era of Industrial Revolution 4.0 and Society 5.0, which demands a paradigm shift from conventional learning to technology-based learning ([Asad et al., 2026](#)). The development of information technology has led to the emergence of various digital learning media capable of increasing the effectiveness and efficiency of the teaching and learning process.

In this context, teachers play a role not only as transmitters of material but also as facilitators capable of designing innovative, creative, and student-centered learning experiences. Therefore, digital pedagogical competence is a crucial aspect that every teacher must possess to meet the challenges of 21st-century education ([Al Masud et al., 2023](#)).

Digital pedagogical competence encompasses teachers' ability to appropriately integrate technology into the learning process, from planning and implementation to evaluation ([Falloon, 2020](#)). One way to implement this competence is through the use of interactive digital media, such as Canva, which offers a variety of easy-to-use graphic design features to create engaging and communicative learning materials. Canva enables teachers to present learning content in more engaging visual formats, such as infographics, presentations, instructional videos, and digital worksheets. Therefore, using Canva has the potential to increase student motivation and encourage innovation in learning ([ЛЫСОВА et al., 2020](#)).

However, the reality on the ground shows that not all teachers possess adequate digital pedagogical competence. Some teachers still struggle to optimally utilize technology in their learning, either due to limited knowledge, lack of training, or low digital literacy ([Kerkhoff & Makubuya, 2022](#)). This situation results in a lack of variety in the learning methods used, resulting in a monotonous and less engaging learning process for students. Therefore, efforts are needed to assess the extent of teachers' digital pedagogical competence, particularly in the use of Canva, and its implications for learning innovation.

Several previous studies have examined the use of technology in learning. First, research by [Gurning et al., \(2024\)](#) showed that the use of Canva-based media can enhance teachers' creativity in designing more interactive and engaging learning materials. Second, research by [Cirrus & Simonova, \(2021\)](#) found a positive relationship between teachers' digital literacy and the resulting learning innovations, with teachers with high digital literacy tending to be more innovative in developing learning strategies. Third, research by [Regondola & Astorga, \(2025\)](#) revealed that the use of digital learning media can significantly increase student engagement in the learning process, particularly in visual-based learning.

However, research specifically examining teachers' digital pedagogical competence in utilizing Canva and its implications for learning innovation is still limited, particularly in the local context. Therefore, this study urgently seeks to fill this gap by in-depth analysing teachers' digital pedagogical competence and its impact on learning innovation. The results are expected to provide theoretical contributions to the development of technology-based education studies, as well as practical contributions for teachers in improving the quality of learning through the use of innovative digital media.

METHODS

This study used a quantitative approach with a survey design to analyze teachers' digital pedagogical competence in utilizing Canva and its implications for learning

innovation ([Hafiz et al., 2024](#); [Rahman et al., 2024](#); [Astaño, 2025](#); [Andianti et al., 2026](#)). The study population was all teachers at the research location, with a sample size of 10 teachers, all of whom served as respondents (total sampling). The instrument used was a closed-ended questionnaire with a five-level Likert scale. The digital pedagogical competence variables included planning skills, Canva use, media integration, and digital-based learning evaluation ([Afriani & Iskandar, 2026](#)). The learning innovation variables included method variation, presentation creativity, use of interactive media, and student engagement. The instrument was tested for validity using product-moment correlation and reliability using Cronbach's Alpha, with the results that all items were declared valid and reliable. Data collection was carried out through direct questionnaire distribution. Data analysis used descriptive statistics to determine the variable level, and inferential statistics (correlation and simple regression) to examine the relationship and influence between variables.

RESULT AND DISCUSSION

The research results were obtained through the following stages: scoring the Likert scale questionnaire (1–5), calculating the average per indicator, categorizing (low = 1.0–2.5; medium = 2.6–3.5; high = 3.6–5.0), and conducting inferential analysis using simple correlation and regression. The instrument has met the validity and reliability tests with a Cronbach Alpha value of 0,89 (very reliable), so the data is worthy of analysis.

Digital Pedagogical Competence of Teachers

Table 1. The following are the results of the analysis of digital pedagogical competency variables in the use of Canva:

No	Digital Pedagogical Competence Indicators	Shoes Total	Rate-rate	Category
1	Digital learning planning	185	3,7	High
2	Using Canva	215	4,3	High
3	Media integration in learning	170	3,4	Currently
4	Digital-based evaluation	155	3,1	Currently
Total/Rate-rate		725	3,6	High

Data shows that the main strength of teachers lies in using Canva, while the relative weakness lies in media integration and digital evaluation. This means that teachers are capable of creating engaging media, but they are not yet fully optimal in integrating media into learning and assessment strategies.

Learning Innovation

Table 2. The results of the learning innovation variables are as follows:

No	Learning Innovation Indicators	Shoes Total	Rate-rate	Category
1	Variations in learning methods	180	3,6	High
2	Creativity in presenting material	220	4,4	High

3	Interactive media	210	4,2	High
4	Student involvement	165	3,3	Currently
Total/Rate-rate		775	3,9	High

These results show that teacher creativity increased significantly, but student involvement is not optimal. This indicates that the media is engaging, but not always accompanied by truly participatory learning strategies.

Relationship and Influence Analysis

The results of the correlation test show the value $r = 0,72$, which means there is a relationship strong and positive between digital pedagogical competence and learning innovation. The regression results show a contribution of 51,8%, meaning that digital pedagogical competence in using Canva has a significant influence on learning innovation, but there are still other factors such as teaching experience, teaching style, and school facilities.

Discussion

The variety of research results actually provides a more realistic and comprehensive picture of teachers' digital pedagogical competency in learning practices. Teachers have proven to be quite capable of utilizing Canva as a tool to develop engaging, creative, and communicative learning media. This ability is reflected in high scores on indicators of creativity in material presentation and use of interactive media, indicating that teachers are no longer dependent on conventional methods such as lectures alone ([Bu'ulolo et al., 2024](#)). Canva provides teachers with easy access to a variety of ready-to-use templates, visual elements, icons, animations, and design features that enable more varied and aesthetic presentations. Consequently, previously abstract material can be visualized more concretely, thus helping students grasp concepts more quickly and deeply ([Chan & Chan, 2023](#)). Furthermore, the appropriate use of colour, layout, and illustrations also plays a role in increasing student focus and attention during the learning process. In this context, Canva functions not only as a technical tool but also as a pedagogical medium capable of bridging material delivery with students' learning characteristics, which tend to be visual and digital ([Kocaarslan & Eryaman, 2024](#)). Therefore, it is not surprising that the creativity and interactive media aspects are in the high category, because teachers have been able to utilize technology to significantly enrich students' learning experiences.

However, the findings of this study also revealed a gap between technical skills in creating media and pedagogical skills in integrating these media into the overall learning process. The results for media integration and learning evaluation, which were still in the moderate category, indicate that teachers' digital pedagogical competencies have not yet fully developed optimally ([Valverde-Berrocso et al., 2021](#)). Teachers tend to stop at the media production stage, without following up with a mature implementation strategy in learning activities. For example, media created with Canva has not been fully utilized to encourage active student interaction, in-depth discussions, or problem-based learning ([Rahman et al., 2024](#)). This impacts student engagement, which remains in the moderate category, meaning that although

students are visually engaged, they are not yet fully cognitively and participatively engaged in the learning process. Furthermore, in the evaluation aspect, teachers still tend to use conventional approaches that are only transferred to digital formats, such as giving assignments or questions without innovation in the form of authentic or project-based assessments ([Wong & Liem, 2022](#)). This condition indicates that the digital transformation in learning has not yet fully addressed the pedagogical aspect, but is still in the early stages of media digitalization. Therefore, competency strengthening is needed that focuses not only on technical skills but also on the ability to design integrated, interactive, and student-centered learning.

When compared with previous research, the results of this study demonstrate alignment and provide new contributions to enriching the study of technology utilization in education. [Rahmawati's \(2022\)](#) research stated that the use of Canva can increase teacher creativity in designing learning media, as evidenced by high scores on the creativity and interactive media indicators. However, this study goes further by showing that this visual creativity is not necessarily followed by an overall improvement in pedagogical quality, particularly in the aspects of integration and evaluation. Furthermore, [Pratama and Sari's \(2023\)](#) research, which found a positive relationship between digital literacy and learning innovation, is also supported by this study's results, where digital pedagogical competence was shown to have a significant influence on learning innovation. However, this study emphasizes that digital literacy is not the sole determining factor, as there are still other influencing variables, such as teaching experience, student readiness, and school environmental support. Furthermore, [Hidayat's \(2021\)](#) findings that digital media can increase student engagement are also relevant to this study, although the level of engagement achieved was not optimal. This shows that the use of digital media alone is not enough, but must be balanced with appropriate learning strategies to optimally encourage active student participations ([Nkomo et al., 2021](#)).

Overall, this discussion confirms that teachers' digital pedagogical competence in utilizing Canva has shown positive developments, particularly in technical and creative aspects. However, to achieve truly optimal learning innovation, improvements are needed in the integration of digital-based learning and evaluation. Teachers need to be encouraged to become not only media creators but also learning designers capable of holistically connecting media with objectives, methods, and evaluation. Thus, the resulting innovations will not only be visual and engaging but also improve the overall quality of student learning processes and outcomes.

CONCLUSIONS

This study shows that teachers' digital pedagogical competence in utilizing Canva has developed well, especially in the aspects of technical ability and creativity in designing interesting, visual, and communicative learning media so as to improve the quality of material presentation and help students understand concepts more easily; however, these competencies have not been fully integrated optimally in the entire learning process because teachers still tend to focus on creating media without being balanced with strengthening digital-based learning and evaluation strategies, which has an impact on students' less than optimal active and in-depth involvement;

therefore, digital pedagogical competence needs to be understood more comprehensively as the ability to integrate technology in the planning, implementation, and evaluation of learning as a whole, so that the use of Canva not only produces visual innovation, but is also able to encourage the creation of interactive, meaningful, and student-centered learning in accordance with the demands of education in the digital era.

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