



Exploring EFL Teacher's and Students' Experiences of the Usefulness of Canva AI Code Generator as Learning Media

Audia Haditsa Khoiro^{1*}, *Wakhid Nashrudin*², *Muhsiyana Nurul Aisyiyah*³

^{1,2,3} English Language Teaching Department, Faculty of Tarbiyah and Teacher Training,
Cyber Islamic University Syekh Nurjati Cirebon, Indonesia

*Correspondence: E-mail: audiahaditsa@mail.syekhnurjati.ac.id

ABSTRACT

The integration of artificial intelligence (AI) in English as a Foreign Language (EFL) classrooms has created new opportunities for interactive and student-centered learning. One emerging AI-based platform is Canva AI Code Generator, which enables users to create interactive learning activities through simple prompts without requiring programming skills. This study explores EFL teachers' and students' experiences regarding the usefulness of Canva AI Code Generator in supporting English teaching and learning. This research employed a qualitative case study design conducted at a private senior high school in Cirebon, West Java. The participants consisted of one English teacher and several students who actively used Canva AI Code Generator during classroom activities. Data were collected through classroom observations and semi-structured interviews. The findings revealed that Canva AI Code Generator helped simplify the assessment process, supported self-regulated learning through explanatory feedback, increased student engagement through interactive visual design, and provided accessible learning experiences. In addition, the platform encouraged creativity and classroom participation during English learning activities. The study concludes that Canva AI Code Generator can function as an effective complementary learning media in EFL classrooms when integrated thoughtfully within pedagogical practices.

ARTICLE INFO

Article History:

Submitted/Received 10 Mar 2026

First Revised 4 Apr 2026

Accepted 10 Apr 2026

Publication Date 30 Apr 2026

Keyword:

Artificial Intelligence, Canva AI Code Generator, EFL Learning, Learning Media, Student Engagement

1. INTRODUCTION

The development of digital technology has significantly changed the way students learn and interact in educational settings. In recent years, technology has become closely connected to students' daily activities, including communication, entertainment, and learning. As digital technology continues to develop rapidly, educational institutions are encouraged to integrate technology into classroom learning activities. In English as a Foreign Language (EFL) classrooms, teachers are expected to create learning environments that are more interactive, engaging, and relevant to students' digital experiences.

Today's students are often categorized as digital-native learners because they are familiar with technology from an early age. They tend to prefer learning activities that are visual, interactive, collaborative, and technology-based. Because of this, traditional learning methods that only focus on textbooks and one-way instruction are sometimes considered less effective in maintaining students' participation and motivation. Interactive digital learning environments can help students become more actively involved during classroom learning activities.

Student engagement is considered one of the important factors influencing successful language learning. Fredricks et al. (2004) explain that engagement includes behavioral, emotional, and cognitive participation during learning activities. Students who are actively engaged are more likely to participate in classroom discussions, complete tasks enthusiastically, and develop positive learning experiences. In EFL classrooms, however, maintaining students' participation and motivation is still challenging because many students feel less confident in using English during classroom interaction.

To address these challenges, teachers increasingly use digital learning media and interactive platforms to support classroom instruction. Interactive digital activities such as quizzes, games, visual media, and collaborative tasks can help create more enjoyable classroom experiences. According to Hutapea et al. (2024), interactive learning media positively influence students' participation because students feel more involved during classroom activities. Similarly, Saviri (2025) explains that visually attractive and participatory learning activities can improve students' motivation and classroom interaction.

Besides interactive media, artificial intelligence (AI) has recently become one of the most discussed innovations in education. AI refers to technologies capable of simulating human intelligence to assist users in completing tasks automatically. In educational contexts, AI can help teachers prepare instructional materials, provide feedback, organize classroom activities, and support personalized learning experiences. The rapid growth of generative AI has also increased interest in how AI can support language learning and classroom interaction.

Recent studies show that AI-supported learning tools have strong potential in English language learning. A systematic review conducted by Lai and Lee (2024) reported that conversational AI tools positively influenced cognitive and affective learning outcomes in EFL classrooms. The review also found that AI-supported learning environments increased students' motivation and participation during language learning activities.

Similarly, Slamet (2024) found that both teachers and students generally viewed AI positively because AI tools could support learning efficiency, language practice, and independent learning. Teachers considered AI helpful in generating classroom materials and organizing instructional activities, while students appreciated immediate assistance and learning support provided by AI systems.

The use of AI in EFL classrooms has also been associated with improved learning motivation and engagement. Song and Song (2023) found that AI-assisted language learning helped improve students' writing motivation and participation during English learning activities. Their study showed that students became more motivated because AI tools provided interactive and responsive learning experiences.

In addition, recent studies indicate that AI tools can support self-regulated learning and immediate feedback. Yan and Zhang (2024) explain that AI-generated corrective feedback helped students revise their writing more independently and confidently. Students were able to identify mistakes directly and improve their work through automated feedback systems.

Research in Indonesian EFL contexts also shows increasing use of AI tools during English learning activities. Herusatoto and Rini (2024) found that students frequently used AI platforms such as ChatGPT, Grammarly, Canva, and Quizizz to support English learning. Students reported that AI tools helped them brainstorm ideas, improve grammar, support writing activities, and provide immediate learning assistance.

Despite the growing use of AI in education, teachers still face challenges in implementing AI meaningfully in classroom learning. Some teachers feel that AI-generated materials can become too generic and may not always match students' classroom needs. Discussions among teachers on online communities also show mixed responses regarding AI use in classrooms. Some teachers view AI as useful for saving time and generating classroom ideas, while others are concerned about overdependence on AI-generated content and reduced classroom authenticity.

One digital platform that recently introduced AI-supported features is [Canva](#). Canva is widely known as a graphic design platform used for presentations, posters, worksheets, and visual educational materials. Recently, Canva introduced Canva AI Code Generator, a feature that enables users to create interactive digital elements such as quizzes, games, widgets, animations, and flashcards using text prompts without requiring coding skills.

The introduction of Canva AI Code Generator creates opportunities for teachers to design more interactive learning experiences in EFL classrooms. Teachers can create learning activities more efficiently while adjusting tasks to students' learning needs and classroom situations. Interactive quizzes, games, and visual learning activities may help students become more active and engaged during English lessons.

Previous studies discussing Canva mainly focused on visual design and creativity in classroom learning. Muhsin (2024) found that Canva supported students' creativity and classroom participation because learning materials became more visually attractive and easier to understand. Gito and Martriwati (2024) also reported that Canva-based learning activities increased students' motivation and classroom engagement.

However, research specifically focusing on Canva AI Code Generator in EFL classrooms is still limited. Most previous studies discussed AI platforms such as ChatGPT, AI chatbots, automated writing tools, or digital learning systems in general. There is still limited research exploring teachers' and students' experiences in using Canva AI Code Generator during actual English classroom activities, especially in Indonesian EFL contexts.

Therefore, this study aims to explore teachers' and students' experiences in using Canva AI Code Generator during English learning activities. This study focuses on how the platform supports classroom interaction, participation, engagement, and learning experiences in EFL classrooms. The findings are expected to contribute to discussions regarding AI integration in English language teaching and provide insights for teachers who plan to use AI-supported learning media in classroom instruction.

2. METHODS

This study used a qualitative case study design to explore teachers' and students' experiences in using Canva AI Code Generator in EFL classrooms. A qualitative approach was selected because the study focused on understanding participants' real experiences and perceptions during classroom learning activities. Creswell (2014) explains that qualitative research is appropriate for exploring participants' perspectives and understanding social

phenomena in natural settings. In addition, Merriam and Tisdell (2015) state that a case study allows researchers to investigate a phenomenon deeply within its real-life context.

The study was conducted at a private senior high school in Cirebon, West Java, where digital learning platforms had already been introduced to support English learning activities. The school was selected because teachers and students had experience using Canva AI Code Generator during classroom learning. The participants consisted of one English teacher and several senior high school students who actively participated in learning activities involving the platform.

Purposive sampling was used in selecting participants because not all students and teachers had experience using Canva AI Code Generator. Fraenkel, Wallen, and Hyun (2009) explain that purposive sampling is suitable in qualitative research because it allows researchers to select participants who can provide relevant and meaningful information related to the research topic.

The data were collected through semi-structured interviews and classroom observations. Semi-structured interviews were conducted to explore participants' perceptions, experiences, feelings, and reflections regarding the use of Canva AI Code Generator. According to Kvale and Brinkmann (2009), semi-structured interviews provide flexibility for researchers to explore participants' responses in greater depth while still maintaining focus on the research objectives.

The interviews involved one English teacher and several students. The teacher interview focused on instructional preparation, classroom implementation, students' responses, and the usefulness of Canva AI Code Generator in supporting teaching activities. Student interviews focused on learning experiences, classroom participation, motivation, engagement, and difficulties experienced during the learning process.

In addition to interviews, classroom observations were conducted to observe students' participation, classroom interaction, and implementation of Canva AI Code Generator during English learning activities. Observation notes were used to record important classroom events, students' responses, participation patterns, and teacher facilitation during the lesson. Fraenkel et al. (2012) explain that classroom observation allows researchers to observe authentic classroom interaction directly rather than relying only on participants' statements.

The data were analyzed using thematic analysis. Interview transcripts and observation notes were reviewed repeatedly to identify recurring themes and patterns related to participants' experiences. The analysis process began with coding meaningful statements from participants' responses. The codes were then grouped into broader themes such as learning support, engagement, ease of use, classroom interaction, and motivation.

Merriam and Tisdell (2016) explain that themes in qualitative research should emerge from participants' actual experiences and reflect real classroom situations rather than researcher assumptions. Therefore, the researcher continuously reviewed the data during the coding process to ensure that the findings accurately represented participants' perspectives.

To ensure trustworthiness, triangulation was applied by combining interview and observation data. Creswell and Poth (2018) explain that triangulation helps researchers strengthen credibility by comparing information from multiple data sources. Member checking was also conducted by confirming interview interpretations with participants to ensure that the findings reflected their actual experiences and viewpoints.

3. RESULTS AND DISCUSSION

The key findings from a comprehensive classroom observation conducted at a private senior high school located in Cirebon City, West Java, on January 28th, 2026. The data explores EFL teachers' and students' experiences regarding the usefulness of Canva AI Code Generator in supporting English teaching and learning. The findings presented were represented from classroom observations and an in-depth interview with the teacher, providing a comprehensive picture of how the tool was implemented and experienced in real classroom practice. By

examining both perspectives, this chapter highlights how Canva AI Code Generator functioned as a learning media that supported instructional delivery, student engagement, and classroom interaction.

The discussion emphasizes how the use of Canva AI Code Generator influenced the teaching process and students' learning experiences in the EFL classroom. It shows how the platform helped teachers create interactive learning materials and assessments, as well as how students reacted to the ease of access, visual appearance, and feedback features of the tool. Based on these findings, the chapter seeks to describe the practical benefits of using Canva AI Code Generator from the perspectives of both teachers and students, focusing on their real classroom experiences rather than on technical performance alone.

The findings are based on data from classroom observation and an interview with the teacher, which reflect real experiences during the learning process. The findings are first presented based on classroom observation, which describes how the platform was used during the teaching and learning process and how students interacted with the learning materials. These findings are then strengthened by interview data from both the teacher and the students who participated in the observed class, providing deeper insights into their experiences and perceptions of using Canva AI Code Generator. Rather than discussing the tool from a technical perspective, this chapter highlights how the platform supported real classroom practices and contributed to the English learning and teaching process.

Canva AI Code Generator Helped Teachers Prepare Learning Activities More Efficiently

The findings showed that Canva AI Code Generator helped teachers prepare learning activities more efficiently. The teacher explained that the platform simplified the process of creating quizzes, games, and interactive classroom activities because materials could be generated directly through prompts.

The teacher stated:

"Karena kita dengan prompt apa yang kita inginkan hasilnya baik, tanpa kita harus pusing-pusing mikirin soal, tinggal perintahkan apa yang kita mau, soal jadi." (Int.T.3.A)

"Because with prompts, whatever result we want turns out well, without us having to stress over thinking about the questions—just tell it what we want, and the questions are done." (Int.T.3A).

The statement indicates that AI reduced the mental effort involved in assessment preparation. Teachers perceived the platform as practical because it streamlined routine instructional tasks and accelerated question generation. The findings align with Rahman et al. (2025), who explain that generative AI tools are particularly effective in supporting lower-order cognitive tasks such as remembering, understanding, and applying. In the context of this study, AI helped teachers streamline routine assessment preparation, allowing them to focus more on classroom interaction and instructional delivery. Similarly, Coşgun (2025) argues that AI-based educational tools can significantly support teachers in generating assessment items, creating rubrics, and adapting tasks according to students' proficiency levels. The present findings reinforce the idea that AI can function as a practical assistant in instructional preparation while improving efficiency in classroom assessment practices. However, teachers also emphasized that AI-generated questions still required review and adjustment to ensure alignment with learning objectives and students' proficiency levels. Thus, AI functioned as a supportive instructional tool rather than replacing teachers' pedagogical roles.

Beyond simplifying question design, Canva AI Code Generator also supported differentiated instruction. One teacher explained:

“Jadi kan Canva ini juga membantu saya menyesuaikan materi untuk siswa yang kesulitan belajar, sehingga mereka tetap bisa paham dan termotivasi.” (Int.T.1E)

“Canva also helps me adjust materials for students who have learning difficulties, so they can still understand and stay motivated.” (Int.T.1E)

This finding suggests that Canva AI helped teachers create more accessible learning materials for students with different learning needs. This finding supports Hutapea et al. (2024), who found that Canva positively influenced students’ behavioral, emotional, cognitive, and agentic engagement. Visually supported and interactive learning materials helped students remain focused, motivated, and actively involved during classroom activities. In the present study, visually structured assessments and interactive quizzes reduced students’ anxiety toward classroom tasks because instructions and learning materials became clearer and more engaging. As a result, students could participate more confidently during English learning activities. The platform also enabled teachers to create more creative and interactive English learning media. One participant stated:

“Karena mempermudah saya membuat media pengelajaran Bahasa Inggris yang kreatif sama interaktif.” (Int.T.1B)

“It makes it easier for me to create creative and interactive English learning media.” (Int.T.1B)

This result is consistent with Nurlaila et al. (2025), who reported that Canva-based digital teaching materials significantly improved students’ engagement and understanding. Interactive multimedia elements enabled students to process information through multiple modes, helping them better understand learning content and maintain classroom attention. The present study similarly found that students became more active and enthusiastic during classroom learning activities when interactive digital materials were used.

Another important finding is that teachers viewed AI as a complementary tool rather than a replacement for their professional role. Although Canva AI Code Generator helped simplify assessment preparation, teachers still emphasized the importance of reviewing and adjusting AI-generated materials before implementation. Teachers remained responsible for ensuring that generated questions matched learning objectives, classroom contexts, and students’ proficiency levels. One teacher stated:

“AI ini bisa menjadi komplementari, pelengkap gitu kan ya, tapi pelengkapanya bukan hanya membantu, tapi sangat membantu.” (Int.T.3A)

“I see AI as a complementary tool—not just a helper, but a very helpful one.” (Int.T.3A)

This finding aligns with McBean (2025), who explains that AI supports instructional efficiency while pedagogical authority remains under teachers’ control. Likewise, Qodri et al. (2025) argue that AI cannot replace teachers’ professional judgement because AI-generated outputs still require contextualization, verification, and pedagogical evaluation. In this study, teachers recognized the usefulness of AI while simultaneously acknowledging the importance of teacher supervision and instructional decision-making.

Another important finding was that Canva AI Code Generator did not require coding skills, making it accessible for teachers with limited technological backgrounds. As one participant explained:

“Jadi tidak perlu kemampuan coding gitu buat bagi saya.” (Int.T.1F)

“And it does not require coding skills from me.” (Int.T.1F)

This supports Susilawati et al. (2024), who found that Canva was a user-friendly platform that could be effectively used even by teachers with minimal technological competence.

From the students' perspective, the ease of use also contributed to positive learning experiences. One student stated:

“[...] penggunaannya sih sangat mudah gampang buat semua anak kalangan.”
(Int.S2.1D)

“[...] The usage is very easy and accessible for all students.” (Int.S2.1D)

Students felt that the platform was easy to operate, allowing them to focus more on learning activities rather than technical difficulties. The findings further reveal that Canva AI Code Generator was considered accessible and easy to use because it did not require coding skills. Teachers perceived the platform as user-friendly and practical even for individuals with limited technological competence. This ease of use reduced technical barriers during classroom implementation and encouraged teachers to integrate AI-supported learning activities more confidently.

This result supports Susilawati et al. (2024), who found that Canva was an accessible platform that could be effectively used by teachers with varying levels of digital literacy. The user-friendly nature of the platform also influenced students' learning experiences positively. Students explained that the assessment activities were easy to access and understand, allowing them to focus more on learning content rather than technical problems.

The findings are also consistent with Jamaludin and Sedek (2023), who reported that visually organized digital materials enhanced students' comprehension and engagement. In the present study, students perceived Canva AI-supported activities as simple, interactive, and enjoyable. This reduced technological anxiety and encouraged greater classroom participation during English learning activities.

This discussion highlights that the integration of Canva AI into the assessment process not only simplifies the technical aspects of evaluation but also strengthens students' learning experiences while maintaining teacher professional roles. With its *low-barrier* and user-friendly characteristics, Canva AI aligns with previous research that positions digital technology as an effective and efficient instructional support tool that is responsive to the needs of both teachers and students. Therefore, the use of Canva AI can be regarded as a relevant and sustainable digital assessment practice in the context of the digital era.

Supporting Students Through Immediate Feedback

The findings revealed that explanatory feedback played an important role in supporting students' self-regulated learning within the AI-assisted assessment platform. Classroom observations showed that when students answered questions incorrectly, explanations were automatically provided by the system:

“Saat murid salah menjawab soal, sudah ada penjelasannya.” (ObT.C.1.5)

“When students answer questions incorrectly, explanations are already available.”
(ObT.C.1.5)

Similarly, another observation showed that students received complete explanations when answering difficult questions incorrectly:

“Saat mereka menjawab soal yang menurut mereka sulit dan mereka mendapatkan kesalahan, mereka mendapatkan penjelasan yang lengkap mengenai soal tersebut.”
(ObS.Act.1.3)

“When students answer difficult questions incorrectly, they receive complete explanations for those questions.” (ObS.Act.1.3)

These findings suggest that explanatory feedback supported students in identifying mistakes and understanding correct answers independently. Instead of only showing whether answers were right or wrong, the platform encouraged students to reflect on their understanding through immediate explanations. This aligns with Nakata et al. (2025), who explain that feedback supports self-regulated learning by helping learners monitor performance and adjust learning strategies. Similarly, Jin et al. (2023) found that AI-assisted feedback systems support metacognitive regulation because learners can evaluate and reflect on their own learning processes.

The findings also showed that Canva AI Code Generator allowed students to repeat quizzes multiple times:

“Bisa mengerjakan kuis nya berkali-kali jadi bisa untuk mereka latihan di luar jam pembelajarannya.” (ObS.C.1.2)

“Quizzes can be completed multiple times, allowing students to practice outside class hours.” (ObS.C.1.2)

In addition, teachers encouraged students to continue practicing until they achieved better results:

“Guru meminta murid terus berlatih hingga mencapai nilai yang sempurna, murid menyelesaikan tugasnya dengan nilai sempurna dengan fitur bisa mengerjakan secara berulang.” (ObS.Act.1.2)

“The teacher encourages students to keep practicing until they achieve a perfect score; students complete their tasks with perfect scores using the repeat-attempt feature.” (ObS.Act.1.2)

These findings indicate that the repeat-attempt feature transformed quizzes into formative learning opportunities. Students could review explanations, revisit questions, and strengthen understanding through repeated practice. This finding is consistent with Gholami and Moghaddam (2013), who found that frequent testing improved students’ achievement and retention because repeated practice encouraged deeper engagement with learning materials. The findings further revealed that teachers still played an important role in reinforcing the feedback provided by the system:

“Guru hanya menambahkan penjelasan dari yang sudah ada di website-nya.” (ObT.Act.1.5)

“The teacher only adds explanations to those already provided on the website.” (ObT.Act.1.5)

This suggests that AI-generated feedback functioned as the primary source of immediate explanation, while teachers strengthened and clarified the feedback when necessary. This blended feedback mechanism aligns with Deeva et al. (2021), who explain that automated feedback systems provide immediate responses while teachers remain important for ensuring meaningful learning experiences. The teacher’s perspective also highlighted the value of explanatory feedback:

“Ketika ada pembahasannya, disitu juga lebih jadi dapet feedback nih anak-anak, karena kalau mereka jawab salah, ‘wah kenapa salah saya?’ Jawabannya harus gini, jadi hasilnya tuh baik gitu.” (Int.T.1F)

“When there is an explanation, students receive feedback. If they answer incorrectly, they realize why it’s wrong and what the correct answer should be, so the results are good.” (Int.T.1F)

This indicates that explanations helped students understand the reasons behind their mistakes instead of simply recognizing incorrect answers. Hooda et al. (2022) explain that effective feedback supports conceptual understanding by helping learners identify

misunderstandings and improve accuracy. Students' responses also confirmed the usefulness of explanatory feedback. One student stated:

"Bisa diakses dimanapun setiap saya mengerjakan soal yang salah saya mendapatkan penjelasan." (Int.S1.1E)

"Every time I answer a question incorrectly, I get an explanation." (Int.S1.1E)

Another student added:

"[...] setiap soal ada penjelasannya jadi membuat saya lebih mengerti." (Int.S1.1F)

"[...] Each question has an explanation, which helps me understand better." (Int.S1.1F)

These responses demonstrate that students perceived explanatory feedback as helpful for improving understanding and clarifying difficult concepts. Overall, the findings indicate that explanatory feedback in Canva AI Code Generator supported self-regulated learning by encouraging reflection, repeated practice, independent evaluation, and conceptual understanding.

Increasing Students' Participation and Classroom Engagement

The observation data showed that visual and interactive design elements significantly influenced students' engagement during the learning process. Students appeared more focused, attentive, and interested when learning activities used visually attractive displays and interactive components. Visual elements such as colors, images, and animations created a more stimulating classroom atmosphere, helping students maintain their attention longer during lessons. This was reflected in the observation:

"Tampilan yang menarik membuat siswa tertarik untuk belajar." (ObS.C.1.4)

"An attractive display increases students' interest in learning." (ObS.C.1.4)

These findings indicate that attractive visual design can stimulate students' willingness to participate actively in classroom learning. This aligns with Fauzi et al. (2024), who explain that visual literacy supports students' comprehension and engagement because visual materials help learners process information more easily. In language learning contexts, visual representations help students connect unfamiliar vocabulary and concepts with concrete visual clues, making learning more understandable and memorable.

The findings further showed that animations played an important role in reducing boredom and maintaining students' attention during learning activities:

"Terdapat animasi yang bisa mereka lihat di web nya dan membuat mereka tidak bosan." (ObS.Act.1.4)

"The website includes animations that prevent students from feeling bored." (ObS.Act.1.4)

The integration of animations transformed learning materials into more dynamic and engaging presentations. Behforouz and Ghaithi (2025) explain that animated media can increase learners' motivation, attention, and participation because visually dynamic content stimulates both cognitive and emotional engagement. In this study, animations helped students remain focused and interested during classroom activities, especially during English learning tasks that might otherwise feel monotonous.

Interview data from teachers and students strengthened these findings. Teachers explained that visually enriched and interactive materials helped students understand the lesson more easily and supported positive learning attitudes:

"Materi jadi lebih visual, kemudian menarik, dan sesuai dengan kebutuhan siswa. Sehingga mereka lebih mudah memahami materi, sekaligus bisa mengembangkan skill kompetensi dan sikap belajar yang positif." (Int.T.1C)

“The material becomes more visual, more interesting, and suitable for students’ needs. As a result, they understand the material more easily and can develop their skills, competencies, and positive learning attitudes.” (Int.T.1C)

This finding suggests that visual and interactive media not only increased engagement but also supported comprehension and classroom participation. Students became more active because the learning materials were easier to follow and more enjoyable to access.

Teachers also emphasized the importance of usability and simplicity in learning media design:

“Murid menanggapi pembelajaran menggunakan Canva AI, ‘Sudah bagus Mister, sudah sesuai, eye-catching, easy to use.’” (Int.T.1D)

“Students responded to learning using Canva AI, saying, ‘It’s good, sir. It’s appropriate, eye-catching, and easy to use.’” (Int.T.1D)

This indicates that attractive design combined with ease of use helped students engage with learning materials without confusion or cognitive overload. The finding supports Vlasenko et al. (2023), who explain that clear visual design and intuitive navigation are important aspects of usability in educational technology because they help students access and understand learning content more effectively. Teachers also highlighted that Canva AI made it easier to create creative and interactive English learning media:

“Karena mempermudah saya membuat media pembelajaran Bahasa Inggris yang kreatif sama interaktif. Karena disitu juga ketika dibuat itu memang banyaknya siswa yang ngerjain gitu kan. Mereka yang klik, mereka yang pelajari, kemudian mereka yang akses gitu ya.” (Int.T.1B)

“It makes it easier for me to create creative and interactive English learning media. When it is used, many students actively work on it. They click, they study, and they access the material themselves.” (Int.T.1B)

This finding shows that interactive learning media encouraged students to participate more actively by exploring and accessing materials independently. It aligns with Jannah (2022), who found that web-based interactive learning tools positively influence students’ motivation, engagement, and classroom participation.

Students’ interview responses also confirmed the positive impact of visual and interactive learning materials. One student stated:

“Media yang interaktif bisa bikin siswa semangat buat belajar penjelasannya juga super lengkap.” (Int.S1.1C)

“The interactive media makes students enthusiastic about learning, and the explanations are very complete.” (Int.S1.1C)

Another student added:

“Menurut saya, karena Canva AI sendiri kan itu dia modelnya variatif dan juga sangat-sangat interaktif. Jadi guru bisa memanfaatkan berbagai program yang ada di situ untuk meningkatkan keinginan tauan siswa.” (Int.S4.1C)

“In my opinion, Canva AI uses a very varied and highly interactive model. Teachers can use the various programs available there to increase students’ curiosity.” (Int.S4.1C)

Students also explained that the interactive and enjoyable learning atmosphere reduced boredom and increased motivation:

“Iya meningkatkan seru Interaktif, jadi nggak bosan.” (Int.S5.1E)

“They improve my English skills. It’s fun and interactive, so I don’t get bored.” (Int.S5.1E)

Another student stated:

“Saya selalu penasaran sama pembelajaran Bahasa Inggris Karena menggunakan AI Canva itu sangat seru dan variatif Interaktif terus cukup seru.” (Int.S6.1A)

“I am always curious about learning English because using Canva AI is very fun, varied, interactive, and really enjoyable.” (Int.S6.1A)

These responses demonstrate that students perceived Canva AI-based learning as engaging, interactive, and motivating. Students became more enthusiastic and curious about learning because the activities felt enjoyable rather than monotonous. The findings are supported by Rahma et al. (2024), who found that Canva's visual features and diverse templates increased students' interest and motivation during learning activities. Similarly, Fitriyah and Widiya (2026) reported that Canva-based interactive learning media significantly improved students' engagement because visually attractive and interactive materials created more enjoyable classroom environments. Raihan et al. (2025) also found that Canva's intuitive interface and visual design enhanced students' attention and learning enjoyment in multimedia learning contexts.

Overall, the findings indicate that visual and interactive elements in Canva AI-based learning media played an important role in increasing students' focus, curiosity, and participation during English learning activities. Attractive visual design, animations, usability, and interactive features helped create a more engaging and enjoyable learning environment, encouraging students to become more active participants in the learning process.

Ease of Access and Ease of Use

The findings indicate that the Canva AI-based learning website provided broad accessibility and flexibility for students beyond the classroom setting. The platform was not limited to school use, allowing students to access learning materials anytime and anywhere as long as internet access was available. This flexibility enabled students to review materials, repeat quizzes, and continue learning independently outside formal lesson hours. As stated by the teacher:

"Dan itu alat ini sangat praktis juga ya, jadi bisa nggak hanya ada akses di sekolah aja gitu, ketika sudah hosting di web Canva nya anak-anak, murid-murid bisa buka webnya di rumah juga, bisa dikerjakan, bisa dilihat lagi." (Int.T.1E)

"This tool is very practical because access is not limited to school. Once it is hosted on Canva's web platform, students can open it at home, work on it again, and review the material." (Int.T.1E)

Students' interview responses further supported this finding. One student explained:

"Bisa diakses di mana aja, meskipun tidak ada pembelajarannya." (Int.S1.1A)

"Even when there is no lesson, it can still be accessed anywhere." (Int.S1.1A)

Another student stated:

"Bisa dibuka di luar sekolah, asal ada internet." (Int.S4.1A)

"Canva AI can be accessed anywhere as long as there is an internet connection." (Int.S4.1A)

These responses show that students perceived the platform as flexible and supportive of autonomous learning. The accessibility of the website allowed students to continue engaging with learning materials independently without relying entirely on classroom instruction. This finding aligns with Volya (2025), who explains that digital learning platforms support self-paced and personalized learning by enabling students to manage their own learning activities according to individual needs and schedules.

The findings also suggest that digital accessibility extended learning beyond formal classroom boundaries. Some students explained that they could access the platform during informal moments outside school activities:

"AI Code tuh bisa diakses dimana aja... misalkan lagi nunggu orang bisa itu main Canva code tersebut." (Int.S3.1D)

"Canva AI Code Generator can be accessed anywhere. For example, while waiting for someone, I can use Canva AI Code Generator." (Int.S3.1D)

This indicates that the platform integrated easily into students' daily routines, allowing learning to continue in different contexts. Wang et al. (2022) explain that internet-based learning platforms increase opportunities for practice and continuous engagement because students can interact with learning materials beyond classroom hours. In EFL learning contexts, this extended exposure is particularly beneficial because students often have limited opportunities to practice English outside school.

Beyond accessibility, the findings revealed that the internal organization of the website also supported usability and independent learning. Classroom observations showed that the website was divided into several sections, helping students locate materials easily:

"Saat dibuka web nya, tampilan sudah dibagi menjadi beberapa bagian yang membuat mereka mudah untuk mencari materi yang mereka masih belum pahami." (ObS.C.1.5)

"The website is divided into several sections, making it easier to find material they do not yet understand." (ObS.C.1.5)

Students were also observed exploring the homepage independently:

"Murid menjelajah home page dan mencari materi yang mereka masih belum mengerti dengan mudah." (ObS.Act.1.5)

"Students explore the homepage and easily locate material they still find difficult to understand." (ObS.Act.1.5)

These findings indicate that structured organization reduced confusion and supported independent navigation. Students could focus more on reviewing difficult concepts instead of spending time searching for learning materials. This finding is consistent with Vlasenko et al. (2023), who explain that clear navigation systems and logical information structures improve learners' ability to access and interact with digital resources effectively.

Students' interview responses also confirmed the importance of organized materials:

"Materinya sudah dikelompokkan jadi mudah dicari." (Int.S1.1D)

"The materials are already grouped, so they are easy to find." (Int.S1.1D)

In addition to organization, visual clarity and ease of use also contributed to the effectiveness of the platform. The teacher explained:

"Tampilan yang jelas memudahkan guru untuk menyampaikan ke siswa." (ObT.C.1.2)

"A clear display makes it easier for the teacher to explain the material to students." (ObT.C.1.2)

Students similarly described the platform as eye-catching and easy to use:

"Sudah bagus Mister, sudah sesuai, eye-catching, easy to use." (Int.T.1D)

"It's already good, Sir, it fits, it's eye-catching, and easy to use." (Int.T.1D)

Another student stated:

"Penggunaannya sih sangat mudah gampang buat semua anak kalangan." (Int.S2.1D)

"The usage is very easy and accessible for all students." (Int.S2.1D)

These responses suggest that usability and attractive interface design supported students' engagement with the learning platform. When digital learning environments are easy to navigate and visually clear, students can focus more on learning activities rather than technical difficulties. Arif and Naeem (2025) explain that user-friendly and visually engaging interfaces increase learners' motivation and comfort during technology-mediated learning.

The findings further revealed that structured and concise material presentation also supported students' understanding. Classroom observations showed that Canva AI helped summarize learning materials in simpler ways:

"Membantu menyimpulkan secara sederhana kepada siswa." (ObT.C.1.1)

"Canva AI helps summarize material in a simple way for students." (ObT.C.1.1)

This was reflected in students' learning behavior:

"Siswa mudah untuk belajar dari ringkasan materi yang ada di website-nya." (ObS.Act.1.1)

"Students easily learn from the summarized material on the website." (ObS.Act.1.1)

Students also explained that clear and complete materials enabled them to study independently even without teacher guidance:

“Dengan materi yang sudah lengkap, walaupun tidak ada dampingan dari guru, kita sebagai siswa bisa mengerti materi yang ada karena sudah lengkap di Canvanya itu sendiri.” (Int.S4.1F)

“With the materials already being complete, even without teacher guidance, we as students can understand the material because everything is already provided clearly in Canva.” (Int.S4.1F)

This suggests that concise and systematically organized materials reduced students' dependence on constant teacher assistance and supported autonomous learning. The teacher also explained that Canva AI helped adjust materials for students with learning difficulties:

“Canva ini juga membantu saya menyesuaikan materi untuk siswa yang kesulitan belajar, sehingga mereka tetap bisa paham dan termotivasi.” (Int.T.1E)

“Canva also helps me adjust materials for students who have learning difficulties, so they can still understand and stay motivated.” (Int.T.1E)

These findings align with Abidin et al. (2025), who found that Canva-based learning resources improve comprehension through clear and systematic content presentation. Similarly, Rahma et al. (2024) reported that concise and organized materials reduce cognitive load and help students understand learning content more effectively.

Overall, the findings demonstrate that accessibility, structured organization, visual clarity, and concise material presentation worked together to support independent and meaningful learning experiences. The platform not only provided easy access to learning materials but also ensured that the materials were well-organized, visually clear, and easy to understand. As a result, students were able to engage with learning content more independently, efficiently, and confidently.

4. CONCLUSION

This study explored EFL teachers' and students' experiences in using Canva AI Code Generator as a learning medium in English language classrooms. The findings indicate that the integration of Canva AI Code Generator positively supports the teaching and learning process by creating more interactive, accessible, and engaging learning environments.

From the teachers' perspective, Canva AI Code Generator helped simplify instructional tasks, particularly in preparing learning materials and assessments. Teachers reported that the platform enabled them to create quizzes and interactive activities more efficiently through prompt-based features without requiring coding skills. In addition, the platform supported assessment management through automatic recording of students' results, allowing teachers to manage learning activities more effectively and focus more on students' learning needs.

From the students' perspective, the platform was considered easy to access, visually attractive, and interactive. Features such as animations, quizzes, and organized learning materials increased students' interest, participation, and motivation during English learning activities. The accessibility of the platform also enabled students to review materials independently outside classroom hours, supporting more flexible and autonomous learning experiences.

The findings further reveal that explanatory feedback played an important role in supporting students' understanding and self-regulated learning. Immediate explanations after incorrect answers helped students identify mistakes, reflect on their understanding, and improve their performance through repeated practice. Overall, Canva AI Code Generator can be considered a supportive digital learning medium that promotes interactive learning, student

engagement, independent learning, and more efficient instructional practices in EFL classrooms.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Al Mashagbeh, M., Alsharqawi, M., Tudevtagva, U., & Khasawneh, H. J. (2025). Student engagement with artificial intelligence tools in academia: A survey of Jordanian universities. *Frontiers in Education*, 10, Artikel 1550147. <https://doi.org/10.3389/feduc.2025.1550147>
- Liu, J., Johari, A., Sihes, B., & Lu, Y. (2025). How do generative artificial intelligence (AI) tools and large language models (LLMs) influence language learners' critical thinking in EFL education? A systematic review. *Smart Learning Environments*, 12(48). <https://doi.org/10.1186/s40561-025-00406-0>
- Luo, J., Zheng, C., Yin, J., & Teo, H. H. (2025). Design and assessment of AI-based learning tools in higher education: A systematic review. *International Journal of Educational Technology in Higher Education*, 22(42). <https://doi.org/10.1186/s41239-025-00540-2>
- Mandasari, M., Fussalam, Y. E., & Kurniawan, R. (2024). Students' perceptions of the use of artificial intelligence (AI) in English language learning at STIA LPPN Padang. *Journal of Language Education and Development*, 6(2), 23–33. <https://doi.org/10.52060/jled.v6i2.2335>
- Meij, L. W., & Merx, S. (2018). Improving curriculum alignment and achieving learning goals by making the curriculum visible. *International Journal for Academic Development*, 1–13. <https://doi.org/10.1080/1360144X.2018.1462187> (Catatan: Volume belum ada)
- Mohd, C. K. N. C. K., Mohamad, S. N. M., Sulaiman, H. A., Shahbodin, F., Rahim, N. R., & Aizudin, A. (2023). A review of gamification tools to boost students' motivation and engagement. *Journal of Theoretical and Applied Information Technology*, 101(7), 2771–2782. (Catatan: DOI belum ada)
- Mollick, E., & Mollick, L. (2023). Using AI to implement effective teaching strategies in classrooms: Five strategies, including prompts. *The Wharton School Research Paper*, 3(17). <https://doi.org/10.2139/ssrn.4391243>
- Muhsin, M. A. (2024). How Canva application used by pre-service teacher: A study at PPG students in Indonesia. *Jurnal Riset dan Inovasi Pembelajaran*, 4(2), 1578–1588. <https://doi.org/10.51574/jrip.v4i2.2018>
- Mulkiyah, U. (2024). Integrating artificial intelligence in EFL classrooms: Opportunities and challenges for Indonesian teachers. *Journal Corner of Education, Linguistics, and Literature*, 4(1), 765–773. <https://doi.org/10.54012/jcell.v4i001.507>
- Nakata, Y., Oga-Baldwin, W. L. Q., & Tsuda, A. (2025). Student perceptions of feedback and self-regulated language learning: A mixed-methods investigation. *System*, 131, Artikel 103654. <https://doi.org/10.1016/j.system.2025.103654>
- Olayinka, A., Zayd, T., & Andrew, W. (2024). Technology integration in teacher education: Challenges and adaptations in the post-pandemic era. *Discover Education*. <https://doi.org/10.1007/s44217-024-00341-1> (Catatan: Volume/halaman belum ada)
- Prasad, B. B. N., & Swaroopa, C. N. (2025). ChatGPT as a scaffolding tool in English language teaching. *Literary Vibes: An International Journal of English Language and Literature Studies*, 14(1), 1–7. <https://doi.org/10.5281/zenodo.14898233>

- Putri Emiliyana, M., Fitriah, S., & Kurniati, U. (2024). Teacher and student's pedagogical tasks using Canva as media for English language teaching (ELT) in developing creativity for high school English language education study program FPS UGJ Cirebon. *International Journal of English Language Studies*, 6(2), 130–136. <https://doi.org/10.32996/ijels.2024.6.2.19>
- Rahma, D. N., Ramadhani, K. A., Corazon, M., Fami, A., Rasita, I., & Bagus, G. (2024). The influence of Canva application features on the graphic design confidence: A case study of college students. *Journal of Applied Multimedia and Networking*, 8(1), 60–67. <https://doi.org/10.30871/jamn.v8i1.7684>
- Raihan, S., Abidin, Z., Jalaluddin, N. F., Ismail, N. Z., & Zainal, M. A. (2025). The efficacy of Canva as a digital tool for enhancing student learning in multimedia interactive subjects. *International Journal on E-Learning and Higher Education*, 20(2), 1–18. <https://doi.org/10.24191/ijelhe.v20n2.2021>
- Rebolledo, R., De, F., & Araya, F. G. (2023). Exploring the benefits and challenges of AI-language learning tools. *International Journal of Social Sciences and Humanities Invention*, 10(1), 7569–7576. <https://doi.org/10.18535/ijsshi/v10i01.02>
- Saraswati, N. P. R. T. A. K. H., Lastari, N. K. H., & Winaya, I. W. S. (2025). Integrating Canva and similar digital design tools in English language teaching: A literature review. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 4(1), 8–13. <https://doi.org/10.31004/jpion.v4i1.317>
- Shao, S. (2025). The role of AI tools on EFL students' motivation, self-efficacy, and anxiety: Through the lens of control-value theory. *Learning and Motivation*, 91, Artikel 102154. <https://doi.org/10.1016/j.lmot.2025.102154>
- Slamet, J. (2024). Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions. *Discover Artificial Intelligence*. <https://doi.org/10.1007/s44163-024-00143-2> (Catatan: Volume/halaman belum ada)
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, Artikel 1260843. <https://doi.org/10.3389/fpsyg.2023.1260843>
- Susilawati, A., Zulkhairi, & Meutiawati, I. (2024). Effectiveness of use artificial intelligence in the form of Canva in designing teacher learning tools in schools. *Kompetensi: Jurnal Pendidikan dan Pembelajaran*, 4, 120–128. (Catatan: DOI belum ada)
- Teng, M. F. (2024). A systematic review of ChatGPT for English as a foreign language writing: Opportunities, challenges, and recommendations. *International Journal of TESOL Studies*, 6(3), 36–57. <https://doi.org/10.58304/ijts.20240304>
- Vlasenko, K. V., Volkov, S. V., Lovianova, I. V., Sitak, I. V., Chumak, O. O., & Bohdanova, N. H. (2023). Exploring usability principles for educational online courses: A case study on an open platform for online education. *Educational Technology Quarterly*, 2023(2), 173–187. <https://doi.org/10.55056/etq.602>
- Volva, D., & Jambi, U. (2025). Empowering autonomous English learning through digital platforms. *English Education International Conference (EDUTICON)*, 1(3), 1106–1110. <https://doi.org/10.22437/proca.v1i3.50618> (Catatan: Mohon pastikan kebenaran nama penulis "Jambi, U.")
- Wang, H., Wang, M., & Li, G. (2022). The use of social media inside and outside the classroom to enhance students' engagement in EFL contexts. *Frontiers in Psychology*, 13, Artikel 1005313. <https://doi.org/10.3389/fpsyg.2022.1005313>

- Waziana, W., Andewi, W., Hastomo, T., & Hasbi, M. (2024). Students' perceptions about the impact of AI chatbots on their vocabulary and grammar in EFL writing. *Register Journal*, 17(2), 352–382. <https://doi.org/10.18326/register.v17i2.352-382>
- Widiastuti, D. E. (2024). The implementation of Canva as a digital learning tool in English learning at vocational school. *English Learning Innovation*, 5(2), 264–276. <https://doi.org/10.22219/englie.v5i2.34839>
- Zhang, J. (2025). ChatGPT or “CheatGPT”? EFL teachers' perceptions of scoring AI-assisted English writing through the lens of assessment literacy. *Digital Applied Linguistics*, 2. <https://doi.org/10.29140/dal.v2.102486>
- Zou, D., & Wang, Y. (2024). EFL teachers in the digital era: A journey of adaptation. *Open Access Library Journal*, 11, Artikel e11434. <https://doi.org/10.4236/oalib.1111434>