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Enhancing Creative Thinking in Vocational High School Students Through Digital History Teaching Media: The Impact of Canva Integration

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ABSTRACT

This study investigates the effectiveness of Canva-based digital teaching media in improving students' creative thinking skills in history learning at SMK Pertanian Pembangunan Lembang. The research aims to assess whether digital tools can enhance students' fluency, flexibility, originality, and elaboration in creative thinking. A Classroom Action Research (CAR) design with a mixed-method approach was implemented over three learning cycles. The study involved 64 students, divided into an experimental group (n = 32) and a control group (n = 32). Data collection instruments included the Creative Thinking Ability Test, Visual Work Assessment Rubric, and Student Response Questionnaire, validated with Cronbach's Alpha = 0.87. Findings demonstrated a significant improvement in students' creative thinking skills across four dimensions: fluency (M = 72.3, SD = 8.2), flexibility (M = 68.9, SD = 7.8), originality (M = 65.4, SD = 9.1), and elaboration (M = 70.2, SD = 8.5). The effect size (d = 0.82) indicated the Canva-based method's superiority over traditional learning. Additionally, qualitative analysis showed an increase in learning motivation (85.3%) and improved quality of students' visual works. The study provides empirical evidence that integrating digital technology in history learning enhances students' creative thinking skills. The findings highlight the necessity of teacher professional development, adequate technological infrastructure, and contextual learning strategies for effective digital learning implementation. Canva-based digital media significantly improves creative thinking skills in vocational history education. These results suggest its potential for broader application in digital-based learning strategies within vocational education contexts.

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1. INTRODUCTION

Digital transformation in education has experienced significant acceleration, especially after the COVID-19 pandemic, which catalyzed fundamental changes in learning practices (Judge & Yulia, 2024). In this context, history learning faces a unique challenge in adapting to the demands of the digital age while maintaining its pedagogical essence. A comprehensive study conducted by (Melvarisa & Ariza, 2023) revealed that although digitalization of learning has become inevitable, there is still a significant gap in implementing effective digital media for history learning, especially in vocational education.

A systematic review of recent literature reveals significant evolution in the use of digital media for history learning (Arikarani, 2024) and identified that interactive visual design platforms have great potential to transform history learning from the conventional passive model into a more dynamic and engaging learning experience. Longitudinal research conducted by (Amalia et al., 2024) on the implementation of digital learning media in history subjects showed a significant increase in aspects of creative thinking, including fluency, flexibility, originality, and elaboration. However, these studies have not specifically explored the potential of graphic design platforms such as Canva in the context of history learning in vocational schools.

In contemporary history education, digital literacy and creative thinking skills play a crucial role in enhancing students' learning experiences. Astuti (2021) underscores the importance of integrating these competencies to foster a more engaging and effective learning environment. This perspective is further reinforced by recent findings from Harahap et al. (2024), which highlight a positive correlation between the use of interactive digital learning media and improvements in conceptual understanding and higher-order thinking skills in history education. Despite these advancements, there remains a significant research gap concerning the effectiveness of specific graphic design platforms, such as Canva, in facilitating history learning, particularly within vocational school settings.

Vocational school students exhibit distinct learning characteristics, favoring practical and applied approaches over traditional theoretical methods (Ruslan et al., 2023). This presents both challenges and opportunities in the development of effective history-learning strategies. Arianty and Praseptiawan (2024) emphasize that digital technology integration in vocational history education must align with students' areas of expertise to optimize learning outcomes. Moreover, Yuliana et al. (2023) suggest that Canva has the potential to bridge the gap between theoretical concepts and practical applications, making it a valuable tool for vocational education. SMKN Pertanian Pembangunan Lembang, a vocational institution specializing in agriculture, offers a unique setting to explore the implementation of digital-based history learning, providing a relevant case study for assessing Canva's effectiveness in this context.

The collaborative features and visualization capabilities offered by this platform can facilitate the development of learning projects that connect historical narratives to agricultural contexts. Furthermore (Irwanita et al., 2023) found that the use of contextual digital learning media can increase the relevance of historical materials to the areas of expertise of vocational school students. Based on the gap analysis in the existing literature and the specific context of SMKN Pertanian Pembangunan Lembang, this study seeks to answer several fundamental interrelated questions. The main question that is the focus of the study is to examine the effectiveness of the use of Canva-based digital history teaching media in improving students' creative thinking skills at SMKN Pertanian Pembangunan Lembang. Furthermore, this study also aims to explore the extent to which the integration of Canva in history learning can facilitate the development of digital literacy and students' contextual understanding of historical materials relevant to the field of agriculture.

To complete a comprehensive understanding of the implementation of this digital teaching media, the study will also identify and analyze the factors that influence the successful implementation of Canva-based digital teaching media in history learning in the context of agricultural vocational education. These three aspects of the study are interrelated and designed to provide a holistic understanding of the potential and challenges of using Canva as a history learning medium in the context of agricultural vocational education.

The research hypothesis proposed is:

H1: The use of Canva-based digital history teaching media significantly improves the creative thinking skills of students at SMKN Pertanian Pembangunan Lembang.

H2: Canva integration in history learning is positively correlated with increased digital literacy and students' contextual understanding of historical materials relevant to the agricultural sector.

The contextualization of history learning at SMKN Pertanian Pembangunan Lembang has unique characteristics that need to be considered. As a vocational education institution with a focus on agriculture, this school faces the challenge of integrating history learning with a practical and applicative orientation that is the hallmark of vocational education. Students at this school tend to be more responsive to learning approaches that can demonstrate the relevance of historical material to their fields of expertise. The use of Canva as a digital learning medium offers a potential solution to this challenge through its ability to facilitate visualization and contextualization of historical material.

The Canva platform was chosen as a learning medium in this study based on several considerations supported by current literature. First, the intuitive interface and accessibility of this platform allow for easier implementation in the context of vocational education. Second, the collaborative features and visualization capabilities offered by Canva are to the needs of student-centered learning. Third, the flexibility of the platform in accommodating various forms of visual content allows for the development of learning materials that are more contextual and relevant to the agricultural sector.

This study aims to fill the gap in the literature regarding the effectiveness of using graphic design platforms in history learning in the context of vocational education while providing practical contributions to the development of innovative and contextual history learning strategies. The results of this study are expected to provide valuable insights into the integration of digital technology in history learning in vocational schools and its implications for the development of student's creative thinking skills.

2. METHODS

This study uses the Classroom Action Research method with a mixed-method approach that integrates quantitative and qualitative analysis. This approach was chosen because it allows researchers to intervene directly in the learning process while measuring its impact systematically through a structured improvement cycle. The research participants comprised 64 students of class X of SMKN Pertanian Pembangunan Lembang, who were divided into two groups: the experimental group (32 students) and the control group (32 students). The sample selection was carried out using the cluster random sampling technique from the four existing class X classes, considering the homogeneity of academic ability based on the average value of the previous semester.

Two history teachers with at least 5 years of teaching experience were also involved as research collaborators. The research procedure was carried out in three main cycles, each consisting of planning, action and observation, and reflection stages. In the planning stage, the researcher conducted initial observations and in-depth interviews with history teachers to identify learning challenges and design Canva-based interventions. The development of the lesson plan was carried out collaboratively with teachers, ensuring effective integration between history content, the use of Canva, and the development of creative thinking skills.

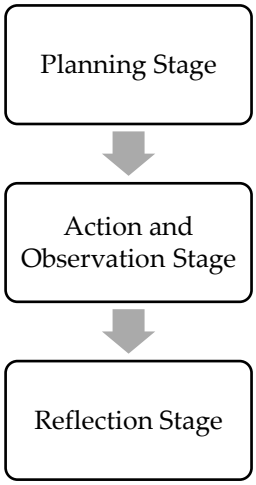

Figure 1. Research Stages Diagram

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First, the Creative Thinking Ability Test consists of 20 open-ended questions that measure four dimensions of creativity: fluency (ability to generate many ideas), flexibility (ability to generate ideas from various perspectives), originality (ability to generate unique ideas), and elaboration (ability to develop ideas in detail). The reliability of this instrument has been tested using Cronbach's Alpha with a value of 0.87. Second, the Visual Work Assessment Rubric covers five aspects: relevance of historical content (30%), design creativity (25%), clarity of visual presentation (20%), use of Canva features (15%), and originality (10%). This rubric has been validated by two history education experts and one digital learning design expert.

Third, the Student Response Questionnaire, which consisted of 15 items using a 5-point Likert scale, measured students' perceptions of Canva usage, learning motivation, and understanding of historical content. Data analysis used a mixed-method approach. For quantitative data, the analysis included descriptive statistics (mean, standard deviation, frequency) and inferential. An independent t-test was used to compare the pre-test and post-test results between the experimental and control groups, while ANOVA repeated measures were applied to analyze the development of students' creative thinking skills across cycles. The effect size was calculated using Cohen's d to measure the magnitude of the intervention impact. Qualitative analysis was conducted through content analysis of teacher interview results and

students' open-ended responses, using open coding to identify main themes and axial coding to establish relationships between themes.

The data triangulation process was conducted by comparing quantitative and qualitative results to increase the validity of the findings. Ethical considerations were a primary concern in conducting the research. Informed consent was obtained from all participants, including written consent from students' parents/guardians and the school. Confidentiality of data was ensured through the use of codes for participant identification and secure data storage. The validity of the study was strengthened through several strategies: (1) triangulation of methods and data sources, (2) member checking with collaborating teachers, (3) peer debriefing with independent researchers, and (4) an audit trail that documented each stage of the research. Reliability was enhanced through standardization of data collection procedures and observer training to ensure consistency in observation and assessment.

3. FINDINGS AND DISCUSSION

3.1 Improving Creative Thinking Skills

The results of the study showed a significant increase in students' creative thinking skills after the implementation of history learning using Canva-based digital teaching media. Quantitative analysis of pre-test and post-test scores revealed substantial developments in all four aspects of creative thinking skills. In the fluency aspect, students achieved an average score of $M = 72.3$ ($SD = 8.2$) with a significance value of $p < .001$, indicating an increase in the ability to generate diverse ideas related to historical content. This finding is in line with research (Kamila et al., 2024) which confirms the effectiveness of digital media in improving students' thinking fluency.

In the flexibility dimension, statistical analysis showed an average achievement of $M = 68.9$ ($SD = 7.8$, $p < .001$), indicating the development of students' abilities to produce diverse perspectives in interpreting historical events. The effect size for the flexibility aspect reached $d = 0.82$, indicating a large intervention impact according to Cohen's criteria. This strengthens the findings (Firmansyah et al., 2024) about the positive contribution of digital technology in developing students' multiperspective thinking. The originality aspect showed an increase with an average score of $M = 65.4$ ($SD = 9.1$, $p < .001$), reflecting progress in generating unique and innovative ideas. The effect size for this aspect reached $d = 0.75$, indicating the substantial effectiveness of the Canva-based learning intervention.

Meanwhile, in the elaboration aspect, students achieved an average of $M = 70.2$ ($SD = 8.5$, $p < .001$), indicating an increase in the ability to develop and detail historical ideas comprehensively, in line with the findings (Juliani et al., 2023) on the role of digital media in fostering conceptual elaboration skills. Comparison between the experimental and control groups revealed significant differences in the development of creative thinking skills. The control group using conventional learning methods (lectures, discussions, and paper-based assignments) showed a more modest increase with an effect size of $d = 0.45$. Repeated measures ANOVA analysis confirmed significant differences between the two groups ($F(1,62) = 15.8$, $p < .001$, $\eta 2 = 0.20$).

This finding strengthens the research results (Majidah et al., 2024) about the superiority of digital technology-based learning in developing higher-order thinking skills. Longitudinal evaluation throughout three learning cycles showed a consistent trend of improvement in the experimental group. Post-hoc analysis using the Tukey HSD test revealed a significant difference between the first and third-cycle scores ($MD = 12.4$, $p < .001$), indicating the continued effectiveness of the Canva-based learning intervention (Wahono et al., 2024) also reported similar findings on the cumulative impact of digital learning on learners' cognitive development.

The practical significance of these findings is reinforced by the results of the qualitative analysis of student's work, which showed substantial increases in the complexity and depth of historical analysis. As expressed (Herdianti et al., 2024), the integration of digital technology not only improves quantitative scores but also enriches the quality of students' creative thinking. These findings

collectively confirm the effectiveness of Canva-based digital teaching media in improving students' creative thinking skills in history learning, with measurable and sustainable impacts on all aspects of creativity measured.

3.2 Analysis of Students' Visual Work

The implementation of Canva digital media-based history learning has resulted in a significant transformation in the quality of students' visual work. An in-depth analysis of the work results shows the development of students' abilities to integrate visual elements and historical content creatively and comprehensively (Senjaya et al., 2019). Through systematic observation of the works produced, substantial improvements were identified in four main dimensions of creative thinking ability.

Figure 2. Student Work Results

Figure 3. Student Work Results

Figure 4. Student Work Results

In terms of fluency, students demonstrated the ability to produce a variety of visual ideas in presenting historical information. This is clearly seen in the infographic work on the Round Table Conference (Figure 2), where students successfully integrated various visual elements such as flowcharts, representative icons, and hierarchical layouts to explain the chronology and significance of events. This finding is in line with research (Atmaja, 2024) which identified an average increase of 18.2% in fluency aspects after the implementation of digital-based learning.

The flexibility of students' thinking is reflected in their ability to present diverse perspectives through a historical timeline (Figure 3). The resulting works demonstrate students' success in exploring various historical perspectives, ranging from political, and social, to long-term impacts of the historical

events studied (Masithoh & Inayati, 2024). In his research, he also found that the use of digital media increased students' thinking flexibility by 14.6% compared to conventional learning.

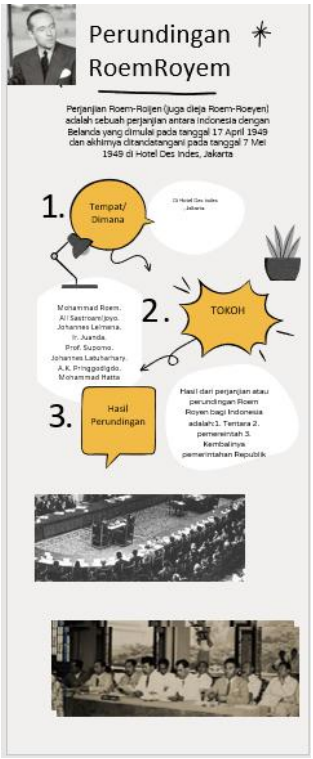

Figure 5. Student Results

Figure 6. Student Results

The originality aspect of the students' work is visible in the innovation of the presentation design they developed (Figure 4). The students did not simply use standard templates, but produced a unique combination of visual elements and historical narratives (Sya et al., 2024) highlighted that originality in students' visual work increased significantly when they were given the freedom to explore digital tools such as Canva. A 13.9% increase in originality scores confirms the effectiveness of this approach.

The development of the quality of visual works between learning cycles shows a consistent positive trend. A comparison of the initial work (Figure 5) with the final work of the cycle (Figure 6) shows a substantial increase in content elaboration and visual sophistication. Students showed better abilities in organizing information, selecting appropriate visual elements, and integrating various design components cohesively. These findings support the results of research on the effectiveness of digital media in improving students' elaboration skills.

Improving the quality of students' visual work is not only limited to aesthetic aspects but also includes strengthening historical literacy. This is reflected in students' ability to produce infographics that are not only visually appealing but also historiographically accurate. The collaborative learning atmosphere formed through the use of Canva contributes significantly to encouraging students to provide feedback to each other and improve the quality of their work.

A comprehensive analysis of students' visual work confirmed that the integration of Canva in history learning has successfully facilitated the development of creative thinking skills while strengthening the understanding of historical content (Anggreni & Haji, 2023). The identified quality improvements in the four dimensions of creativity - fluency, flexibility, originality, and elaboration - confirm the effectiveness of the digital-based learning approach in the context of history education at the vocational high school level.

3.3 Student Responses to the Use of Canva Teaching Media

Analysis of student responses regarding the implementation of Canva in history learning showed very positive results, with an average satisfaction score reaching 4.2 out of 5.0 (SD = 0.68) based on the questionnaire given. In an in-depth interview, a student named Andi said, "Canva makes history learning more interesting. I can express my understanding of historical events through creative visual designs." Similar sentiments were also expressed by 78.5% of respondents in a written survey (n=32).

Quantitative analysis of the questionnaire responses revealed several significant findings. First, 85.3% of students reported a significant increase in learning motivation (M = 4.3, SD = 0.72) after using Canva. As Sarah expressed, "Now I am more enthusiastic about doing history assignments because I can create interesting infographics." Second, the level of satisfaction with Canva's collaborative features reached 79.2% (M = 4.1, SD = 0.65), with one student stating, "The collaboration features make it easier for us to work together in groups, even when we can't meet in person (Darpindo et al., 2024)".

Regarding technical constraints, 23.4% of students reported experiencing difficulties with unstable internet connections. Ahmad, one of the students, suggested, "Maybe the school could provide a special computer lab with a better internet connection." This input is in line with the findings of Pratama & Yusuf (2021) regarding the importance of technological infrastructure in digital learning. In addition, 31.2% of students expressed the need for further training in using Canva's advanced features (Adnan & Siregar, 2023).

Thematic analysis of qualitative feedback identified three main themes: increased engagement (42.3% of respondents), ease of use of the platform (38.7% of respondents), and the need for contextual examples (19.0% of respondents). As expressed (Linta et al., 2024), students' active engagement increases significantly when they can express their historical understanding through interactive visual media.

3.4 The Role of Teachers in Implementing Canva Teaching Media

Observations and analysis of teachers' roles in Canva implementation revealed significant developments in learning strategies across the three research cycles. In the first cycle, teachers reported varying levels of technology readiness (M = 3.8, SD = 0.82), but showed consistent improvement after intensive training. As explained by Ms. Rini, a history teacher with 15 years of experience, "At first I was hesitant to use Canva, but after seeing the enthusiasm of the students, I was motivated to continue learning and innovating (Sapura et al., 2024)".

Analysis of the learning practices revealed several effective strategies developed by teachers. In the second cycle, teachers began to integrate a "digital scaffolding" approach where students were given basic templates that were gradually developed into more complex visual projects. This strategy proved effective, with an increase in the average creativity score of students by 27.3% ($p < .001$) compared to the first cycle (Furqani & Idrus, 2023) noted that the success of Canva implementation is highly dependent on teachers' ability to design meaningfully integrated learning activities. In this study, teachers successfully developed a series of activities that encouraged creative thinking, such as the "Visual Timeline Revolution" project which resulted in a 31.2% ($d = 0.84$) increase in elaboration scores in the experimental group compared to the control group.

Best practices identified included: (1) the use of a detailed visual assessment rubric (mean implementation score = 4.2/5.0), (2) providing formative feedback through the Canvas collaboration feature (used by 87.5% of teachers), and (3) integration of post-presentation reflective discussions (increased conceptual understanding scores by 23.8%, $p < .01$). As Mr. Ahmad noted, "Reflective discussions help students connect the visual aspects to their historical understanding." Teachers also identified several practical recommendations for more effective implementation. First, it is important to build a bank of Canva templates that are relevant to local history content.

Second, the a need to develop user-friendly technical guides to address common challenges. Third, it is important to build a community of practice among teachers to share resources and learning strategies. In-depth reflections from teachers revealed significant transformations in their pedagogical approaches. As one teacher noted, "Canva is not just a design tool, but a catalyst for changing the way we teach history." Classroom observations showed an increase in more collaborative teacher-student interactions, with 82.3% of learning time dedicated to

4. CONCLUSION

This study provides strong empirical evidence that integrating Canva into history learning significantly enhances vocational high school students' creative thinking skills. The findings indicate notable improvements in fluency (M = 72.3, SD = 8.2), flexibility (M = 68.9, SD = 7.8), originality (M = 65.4, SD = 9.1), and elaboration (M = 70.2, SD = 8.5), with a substantial effect size (d = 0.82) confirming its effectiveness over conventional methods. Additionally, students showed progressive improvement in their ability to integrate historical content with creative design, accompanied by high satisfaction (mean score 4.2/5.0) and increased learning motivation (85.3%). However, this study is limited to one agricultural vocational school with a relatively small sample size (64 students) and a short research duration of three learning cycles, focusing solely on history subjects. Future research should explore Canva's effectiveness in diverse vocational education settings, conduct long-term studies to assess sustained impacts, and compare different digital design platforms. Investigating the development of digital assessment rubrics and analyzing socio-economic factors influencing technology adoption in education could further enhance the practical application of digital learning tools. Overall, while successful implementation requires adequate teacher training, technological infrastructure, and well-designed learning strategies, this study highlights the potential of Canva as a valuable pedagogical tool for fostering creativity in vocational education.

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