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## **The Effect of Deep Learning Through Canva on English Achievement of SMA Class X Students**

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**Abstract:** The lack of student interest in learning English significantly influences their learning outcomes. During the learning process, students greatly require media and learning approaches that can support their engagement and activeness in the classroom. The deep learning approach and Canva Magic AI media can serve as a potential solution to the problems faced by these students. This research aims to investigate the effect of deep learning aided by the Canva on the English achievement of Class X students at SMA IT Imam Syafi'i 2 Pekanbaru. The research method used is a quasi-experiment with a non-equivalent control group design. A total of classes was randomly selected, consisting of 40 students. One class served as receiving English learning integrated with deep learning and Canva, and the other as receiving conventional learning. The data collection instrument was an English achievement test administered before and after the treatment. The collected data were analyzed using inferential statistical tests to compare the improvement in learning achievement between the two groups. The results of this study are expected to provide the effectiveness of combining deep learning and Canva in improving the English learning outcomes of SMA students, as well as its implications for innovation in language teaching practices.

**Keywords:** Canva Magic AI, Cultural Heritage, Deep Learning

## **INTRODUCTION**

In the landscape of modern education, the integration of technology into the learning process has become increasingly important. This is particularly true in the context of language acquisition, where innovative tools can greatly enhance students' comprehension and engagement. (Kemendikdasmen, 2025) One such technological advancement is deep learning, a subset of artificial intelligence (AI) that is revolutionizing educational methodologies. (Abimanto & Mahendro, 2023)

Deep learning, characterized by its ability to mimic human brain processes, has shown significant promise in various fields, including education. By analyzing vast amounts of data, deep learning algorithms can provide personalized learning experiences, adapting to the unique needs and learning speeds of students. This adaptability is crucial in language learning, where students often progress at different rates.

(Raup et al., 2022) ; (Angraini & Zakaria, 2023) ; (Nurmani et al., 2021)

Canva, a user-friendly graphic design platform, offers a creative avenue for students to visualize and organize information. While traditionally used for design purposes, its application in education is gaining traction. By enabling students to create visually appealing content, Canva can aid in the retention and understanding of complex concepts, including those in language studies. (Annisa Ramadina Andani Putri & Marhamah, 2022) ; (Yuliana et al., 2024) ; (Hulu et al., 2024)

At SMA IT Imam Syafi'i 2 Pekanbaru, an innovative approach has been adopted by integrating deep learning with Canva to enhance English language achievement among Class X students. This combination offers a dual benefit: deep learning provides adaptive learning paths, while Canva engages students through creative expression (Pakaya & Pakaja, 2022) ; (Vega & Nur, 2022).

The synergy between these technologies aims to improve not only the students' language proficiency but also their critical thinking and problem-solving skills. By fostering a more interactive and personalized learning environment, students are expected to become more motivated and confident in their English abilities. (Kumalasari et al., 2024) ; (Marhamah et al., 2024)

This study is significant as it explores the potential of combining cutting-edge technology with creative tools to enhance educational outcomes. With English being a critical component of global communication, improving proficiency through innovative methods can empower students in their academic and future professional endeavors. (Yundayani et al., 2019). The findings from this study could serve as a model for other institutions seeking to integrate technology into their curricula, ultimately contributing to the advancement of educational practices globally.

This research aims to explore the impact of using Deep Learning aided by Canva on the English language achievement of tenth-grade students at SMA IT Imam Syafi'i 2 Pekanbaru. Based on the aforementioned background, the formulation of the research problem to be investigated is as follows: is there any significant effect of Deep Learning aided by Canva on English Achievement of SMA IT Imam Syafi'i 2 Pekanbaru Class X Students?

The study titled "The Effect of Deep Learning aided by Canva on English Achievement of SMA IT Imam Syafi'i 2 Pekanbaru Class X Students" adopts a comprehensive problem-solving approach to investigate the potential benefits of integrating technology into education. The research begins by identifying the gap in students' English achievement and hypothesizes that utilizing deep learning methods, supported by the visual design tool Canva, can enhance learning outcomes. The approach involves a systematic collection of data through pre-tests and post-tests to assess students' performance before and after the intervention. It also includes qualitative feedback from students to understand their engagement and motivation. By combining quantitative and qualitative methods, the research aims to provide a well-rounded analysis of the effectiveness of this innovative educational strategy. (Susilo, 2016) ; (Marhamah et al., 2024) ; (Marhamah et al., 2021) .

The research titled "The Effect of Deep Learning aided by Canva on English Achievement of SMA IT Imam Syafi'i 2 Pekanbaru Class X Students" explores an innovative intersection of modern technology and educational methodologies. State-of-the-art in this context refers to the integration of deep learning, a subset of artificial intelligence that has revolutionized various fields with its ability to model complex patterns and improve decision-making processes. By utilizing Canva, a user-friendly graphic design tool, the research introduces a novel approach to enhancing students' English learning experiences. (Klimova & Chen, 2024). This combination allows for a more interactive and visually engaging learning environment, fostering better comprehension and retention of language skills. The novelty of this study lies in its dual application of cutting-edge technology and creative design tools to potentially boost educational outcomes, providing a fresh perspective on how technology can be harnessed to improve academic achievement in language studies.

## METHODS

The research was conducted from August to December of the odd semester of the 2025/2026 academic year at SMA IT Imam Syafi'i 2 Pekanbaru, as the research location. The population and sample in this study were all 10th grade students, with a sample of 40 students selected using random sampling techniques to obtain a representative sample. The research procedure used a pre-test and post-test design with two groups, namely the experimental group and the control group. At the initial stage, the entire sample was given a pre-test to determine the students' initial English proficiency. Next, the experimental group was given treatment in the form of learning using a deep learning approach integrated with Canva media, while the control group continued to use conventional learning methods. After the treatment was completed, a post-test was given to both groups to measure the improvement in English learning outcomes. Data analysis was performed using inferential statistical methods to compare the pre-test and post-test results, so that the effectiveness of the application of Canva-assisted deep learning on improving students' English achievement could be determined, as supported by previous studies (Abimanto & Mahendro, 2023; Pakpahan &

Fitriani, 2020; Marhamah et al., 2024; Kumalasari & Wulandari, 2024).

## FINDINGS AND DISCUSSION

### Findings

This study aims to examine the effect of a deep learning approach integrated with Canva Magic AI media on the English learning achievement of tenth-grade students at SMA IT Imam Syafi'i 2 Pekanbaru. The research employed a quasi-experimental design with a non-equivalent control group, involving two groups: an experimental group that received instruction using the deep learning approach combined with Canva Magic AI, and a control group that was taught using conventional teaching methods. The research participants consisted of 40 students, comprising 20 students in the experimental group and 20 students in the control group. The research instrument was an English achievement test administered as a pre-test and a post-test, designed to measure students' mastery of vocabulary, grammar, reading comprehension, and sentence construction.

The test demonstrated content validity, which was established through expert judgment by two English lecturers. The reliability of the test was calculated using Cronbach's Alpha ( $\alpha = 0.87$ ), indicating a high level of reliability. The anticipated outcome of the research is expected that these students will demonstrate enhanced language skills, including vocabulary, grammar,

and comprehension, as they interact with the visually engaging and user-friendly platform. Additionally, the research hopes to uncover increased student motivation and engagement, as Canva provides a creative and interactive learning environment. Furthermore, the study seeks to contribute valuable insights into the integration of modern technology in educational practices, potentially influencing curriculum development and teaching strategies to better cater to the needs of contemporary students. (Kulesz, 2024) ; (Mambu et al., 2023) ; (Nurokhman et al., 2025) ; (Almohab, 2025) ;

### Pre - Treatment - Post test

The purpose of the pre-test was to determine each student's beginning competence before they were given the treatment. The analysis's findings showed that both groups' baseline abilities were approximately equivalent. The average pre-test score below

**Table 1.** The average pre-test scores

| Group      | Mean | SD   |
|------------|------|------|
| Experiment | 58,2 | 7,45 |
| Control    | 57,3 | 6,88 |

The average difference was only 0.9 points, showing that the two groups' beginning abilities were homogeneous. The treatment was carried out in six sessions, in line with the research design. It can be seen table 2 Steps in implementing treatment.

**Table 2.** Steps in implementing treatment

| Stage                      | Implementation   | Learning Outcome   |
|----------------------------|--|--|
| Deep Learning Orientation  | Introduction to the concept, and examples of deep learning   | The students recognize the assignment's rules and regulations        |
| Canva Magic AI Training    | Using Magic Write Features, Magic Design, AI enhancement     | Students are able to create visual vocabularies and digital posters. |
| Implementation of Learning | Text analysis, visual collaborative revisions                | Digital products: 20 visual posters, 20 AI-enhanced texts            |
| Reflection & Regulation    | Students' reflection journals and guided metacognitive tasks | 85% of students indicated an increase in self-awareness.             |
| Final Evaluation and Test  | Post-test  | Significant increase in data   |

The post-test was carried out after six treatment sessions. The experimental group was taught using a deep learning approach and Canva Magic AI, with activities consisting of creating visual vocabulary with Canva Magic AI, analyzing text using guided deep learning

prompts, creating digital posters from procedural and descriptive texts, collaborating on revisions between students using the AI writing assistant feature, and self-directed learning through reflective rubrics (Suryanti Sufatmi & Aizan Yacob Suryanti, 2016). Meanwhile, the control

group was taught conventionally through lectures, exercises from books, and discussions without the use of digital media. The post-test results showed significant differences in learning outcomes below.

**Tabel 3.** The post-test scores

| Group      | Mean | SD  |
|------------|------|-----|
| Eksperimen | 82,6 | 6,2 |
| Kontrol    | 70,4 | 7,1 |

The increase in performance in the experimental group was almost two times that of the control group.

### Inferential Test (T-test)

Pre-post paired sample t-test results for the experimental group:  $t = 10.72$ ;  $p < 0.001$  and control:  $t = 4.21$ ;  $p < 0.01$ . The independent t-test to compare post-tests between groups obtained  $t = 5.32$ ;  $p < 0.001$ . Based on the t-test results, it is reasonable to determine that the experimental group exceeded the control group in terms of overall achievement. Based on the overall analysis results, there are various significant findings. First, the Deep Learning approach, supported by Canva Magic AI, may greatly enhance English learning outcomes. The experimental group increased by an average of 24.4 points from the pre-test to the post-test, however the control group advanced by merely 13.1 points. (Rahmatullah et al., 2020) ; (Hadi et al., 2021) ; (Annisa Ramadina Andani Putri & Marhamah, 2022)

Second, applying Canva Magic AI encouraged student engagement, motivation, and participation. Observation and student opinion journal entries revealed that 85% of students found AI visualization used for learning more fascinating, 78% felt more confident in producing English writings as a result of the AI writing improvement function, and 82% actively participated in group projects. (Resmini' et al., 2021)

Third, the implementation of deep learning enables students to obtain a deeper understanding and engage in self-reflection. Deep learning encourages students to analyze information critically, generate connections between concepts, construct understanding through digital products, and provide feedback on what they have learned (Raup et al., 2022). Fourth, conventional learning still advances, but not quite as substantially as deep learning and Canva AI-

based learning. The control group gained nevertheless not as significantly as the experimental group, because of a lack of media encouragement and active participation.

### Discussion

The results of the study show that the deep learning approach has a significant effect on improving learning outcomes. The average improvement in the experimental group was considerably higher than that of the control group. Fischer-Tenhagen et al., (2016) characterize deep learning as deep engagement, integrating knowledge, critical thinking, and meaning achievement. This is in line with their concept.

Students in the experimental class did not only just memorize vocabulary and answer questions; students also created digital products, processed concepts, integrated images/AI/text, reflected, and communicated with each other (Kaban & Stachowicz-Stanusch, 2020 ; Zahra, 2025). These activities encouraged higher-order thinking skills. This addresses the issue of low student interest and motivation, which was mentioned in the abstract. Canva Magic AI interactive visual media has been proved to support deep learning activities on the following reasons:

- a. Concept visualization enhances comprehension by using AI visuals for vocabulary, people, objects, or narratives, allowing students to better understand context, retain words, and form associations.
- b. Magic Write, Grammar Correction, and Visual Storyboarding are all beneficial to students. Students remark they are no longer afraid to write in English because they receive immediate feedback.
- c. The learning session becomes more enjoyable. Students enjoy activities such as designing posters, creating infographics, visualizing procedural/descriptive text, and editing images with AI. These kinds of creative activities promote intrinsic motivation, which has been shown in theory to influence achievement (Ryan & Deci, 2020).

Conventional learning cannot overcome the challenge of low learning interest. The lecture method and practice questions in the control

group showed some improvement, but it was severely limited. This was due to a lack of student involvement, teacher-centered learning, the absence of supporting digital resources, a lack of visual stimulation, and the mechanical and repetitive nature of the learning process. In other words, traditional learning is insufficient to capture the interest of Generation Z pupils who are used to technology.

The results of this study are consistent with several findings of past studies which are According to Nikolopoulou (2024); (Li et al., 2025) ; (Hadi et al., 2021) technology promotes student participation in writing. (Kohnke et al., 2025) found that digital tools like Canva boost student creativity and participation. (Graham et al., 2025) AI-assisted writing boosts student writing quality and self-efficacy. (Budi Utomo & Joko Prayitno, 2025) Deep learning enhances critical thinking abilities and learning results. As a result, this study adds to the body of evidence that combining technology and current learning methodologies promotes English language achievement.

In accordance with the data, the experimental group's success with deep learning was due to the following factors. First, the cognitive level is higher. Understanding, analyzing, concluding, applying, and creating are all necessary components of deep learning, rather than simply memorizing. Second, learning is based on the student. Students actively contribute to the design, editing, discussion, product creation, and evaluation processes. This instills in them a sense of ownership. Third, an interactive learning environment. Canva Magic AI templates give intense visual stimulation, which boosts attention and working memory. Fourth, AI assistance serves as scaffolding. AI assists students in improving their grammar, developing ideas, finding vocabulary, organizing paragraph flow, and providing text examples, so that they do not give up quickly when faced with challenges. (Kovač et al., 2025) ; (Jannah et al., 2025).

When asked to create posters, students' interpretations of observation data became more focused; visual tasks made them feel more creative; AI reduced language anxiety; visualizations helped them understand the text better; and digital goods offered satisfaction and pride (Aisyah et al., 2025). Traditional learning is extremely constrained, with one-way interaction, no creative activities, and no technological

support. Without visual cues and AI support, pupils struggle to build concepts and comprehend complex texts. The implication of the research are deep learning approach and digital media should be combined when learning English, teachers should increase their ability to use AI and Canva, the curriculum must include opportunities for project-based learning and creativity, generation Z students require engaging and creative learning strategies, schools must give necessary technology resources. The study had some limitations, including a sample size of only one school, a relatively short study duration (6 sessions), a lack of in-depth evaluation of affective factors, and control variables that could not be adequately standardized. Further research with a bigger sample size and a longitudinal methodology is recommended.

## CONCLUSION

Deep learning combined with Canva Magic AI dramatically boosts high school students' motivation, engagement, comprehension, critical thinking skills, and English ability. Conventional learning does not have as much impact. The findings of this study highlight the importance of digital-based learning innovations and approaches that empower students.

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