



The Use of Canva's AI Features on Visual and Linguistic Creativity in Creating Advertising Texts in Indonesian Language Learning for Junior High School Students

Fanny Claudia Pangemanan¹, Fince L Sambeka², Santje Iroth³

¹Universitas Negeri Manado, Indonesia

Email : fannyclaudia81@gmail.com

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Corresponding Author:

Penulis Korespondensi

✉ fannyclaudia81@gmail.com

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Abstract

This study aims to describe the use of Artificial Intelligence (AI) features in the Canva application to enhance the visual and linguistic creativity of eighth-grade students in creating advertising texts in Indonesian language learning at SMP Negeri III Manado. This research employed a descriptive qualitative approach to deeply describe the learning process, student work, and student responses to the use of AI-based Canva. The subjects consisted of an Indonesian language teacher and eighth-grade students. Data were collected through learning observations, interviews, and documentation, specifically 20 public service advertisements produced by students on social campaign themes such as energy saving and anti-bullying. Data analysis was conducted using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The results indicate that the use of Canva's AI features, such as Magic Write, Text to Image, and Magic Design, positively contributes to the development of students' visual and linguistic creativity. Visual creativity was evident in students' ability to combine colors, illustrations, typography, and layout harmoniously and attractively. Linguistic creativity was reflected in the use of persuasive diction, effective sentences, and the alignment of the advertisement's content with its purpose and theme. It can be concluded that the use of AI-based Canva strongly supports creative, innovative learning of advertising texts, aligning with the Learning Outcomes (CP), Learning Objective Flow (ATP), and Phase D of the Merdeka Curriculum.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan fitur Artificial Intelligence (AI) pada aplikasi Canva dalam meningkatkan kreativitas visual dan linguistik siswa kelas VIII dalam menyusun teks iklan pada pembelajaran Bahasa Indonesia di SMP Negeri III Manado. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk memaparkan secara mendalam proses pembelajaran, hasil karya siswa, serta respons siswa terhadap penggunaan Canva berbasis AI. Subjek penelitian terdiri dari seorang guru Bahasa Indonesia dan siswa kelas VIII. Data dikumpulkan melalui observasi pembelajaran, wawancara, serta dokumentasi berupa 20 karya iklan layanan masyarakat yang dihasilkan siswa dengan tema kampanye sosial seperti hemat energi dan anti-perundungan (anti-bullying). Analisis data dilakukan dengan menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan fitur AI di Canva, seperti Magic Write, Text to Image, dan Magic Design, berkontribusi positif terhadap pengembangan kreativitas visual dan linguistik siswa. Kreativitas visual terlihat dari kemampuan siswa dalam memadukan warna, ilustrasi, tipografi, dan tata letak secara harmonis dan menarik. Sementara itu, kreativitas linguistik tecermin dalam penggunaan diksi persuasif, kalimat efektif, serta keselarasan isi iklan dengan tujuan dan tema yang diangkat. Dapat disimpulkan bahwa penggunaan Canva berbasis AI sangat mendukung pembelajaran teks iklan yang kreatif dan inovatif, serta sejalan dengan Capaian Pembelajaran (CP), Alur Tujuan Pembelajaran (ATP), dan Fase D pada Kurikulum Merdeka.

1. Introduction

Education in the 21st century demands that students possess essential competencies such as creativity, critical thinking, communication, and collaboration. This demand is increasingly relevant with the rapid development of information technology affecting almost all aspects of life, including education. In Indonesian language learning, mastering these competencies is realized not only through the ability to understand and produce oral and written texts but also through the ability to package messages attractively and effectively. As a core subject, Indonesian has a strategic role in developing student creativity, both linguistically and visually. Therefore, Indonesian language learning needs to be designed innovatively by utilizing digital technology to optimally develop students' creative potential.

One crucial topic in Indonesian language learning is advertising texts, which require the ability to combine persuasive language with attractive visual elements. In the Merdeka Curriculum, advertising texts are taught in Phase D, emphasizing writing and speaking skills through various media, including digital media. However, observations at SMP Negeri 3 Manado show that students tend to imitate sample advertisements provided by the teacher without developing their own ideas. The visual aspect of the advertisements remains monotonous, while the use of persuasive language is not yet optimal. This condition indicates the need for learning innovations that encourage students to be more creative in integrating language and visuals.

The low level of student creativity in making advertisements is influenced by various factors, including the limited use of media and technology in learning. Although some students already have digital devices, their understanding of easy and effective design applications is still limited. The Canva application, as an online graphic design platform, offers ease of use

through drag-and-drop features, various templates, and attractive visual design elements. The development of the Canva application equipped with Artificial Intelligence (AI) features, such as Magic Write, Text to Image, and Magic Design, presents new opportunities in learning, allowing students to develop ideas more variedly, both in terms of language and visuals.

Based on this background, this study aims to describe and analyze the use of Canva's AI features on students' visual and linguistic creativity in creating advertising texts in Indonesian language learning. Specifically, this research aims to determine how utilizing Canva's AI features helps students develop attractive visual elements and effective persuasive language in accordance with the Learning Outcomes and Learning Objective Flow of Phase D in the Merdeka Curriculum.

2. Methods

This research employs a descriptive qualitative approach. The purpose of this approach is to describe in detail the learning process using Canva's AI features to create advertising texts in Indonesian language learning. This approach was used to uncover the experiences of students and teachers, the learning process, student work, and responses to using this digital media.

The research was conducted at SMP Negeri III Manado, specifically in grade VIII. The research was carried out over three months, covering the planning, implementation, data analysis, and reporting stages. The subjects consisted of two main groups: the Grade VIII Indonesian language teacher and Grade VIII students who participated in learning to create advertising texts using the AI features in the Canva application. Subjects were selected using purposive sampling, based on the consideration

that they had direct experience in implementing Canva for learning to create advertising texts.

Data were collected through several techniques:

1. Direct observation of the classroom learning process using Canva.
2. In-depth interviews with the teacher and students to explore their experiences and perceptions of using AI-based Canva.
3. Documentation in the form of student poster results, activity photos, and field notes.
4. Document analysis of lesson plans (RPP), teaching materials, and assessment of student work.

The instruments used in this study included an interview guide, an observation sheet, and a practical activity for students to create advertisements. The researcher used the Miles and Huberman data analysis model, which consists of three stages: data reduction, data display, and conclusion drawing/verification.

3. Results

The research was conducted at SMP Negeri III Manado with 20 eighth-grade students. The learning process utilized the Canva application as a digital media based on Artificial Intelligence technology.

Assessment Rubric for Advertising Texts
Students were assessed using a rubric with two Overall Student Scores (Summary)

Ad Text	Final Score	Predicate
1	95	Very Good (A)
2	90	Very Good (A)

main aspects: Linguistic Creativity (max score 20) and Visual Creativity (max score 20), for a total maximum score of 40.

Results from Sample Student Advertisements

Advertisement 1 (Theme: Stop Bullying): Achieved a linguistic creativity score of 18/20 for its persuasive and empathetic diction. Visual creativity scored 20/20 for a balanced layout, harmonious blue color scheme, and clear typography. Total Score: 38/40 (95, Predicate: A - Very Good).

Advertisement 2 (Theme: Energy Saving Tips at Home): Linguistic score 18/20 for communicative and educational diction. Visual score 18/20 for a neat infographic layout and warm colors. Total Score: 36/40 (90, Predicate: A - Very Good).

Advertisement 3 (Theme: Save Electricity): Linguistic score 20/20 for a short, dense, and persuasive text with a strong call to action. Visual score 20/20 for a simple yet striking design with high contrast colors. Total Score: 40/40 (100, Predicate: A - Very Good).

Advertisement 6 (Theme: Tips for Turning Off Electricity): Linguistic score 15/20 for informative but conventional language with limited novelty. Visual score 16/20 for a neat layout but lacking unique visual exploration. Total Score: 31/40 (77, Predicate: B - Good).

Ad Text	Final Score	Predicate
3	100	Very Good (A)
4	97	Very Good (A)
5	95	Very Good (A)
6	77	Good (B)
7	85	Good (B)
8	80	Good (B)
9	80	Good (B)
10	85	Good (B)
11	87	Very Good (A)
12	85	Good (B)
13	90	Very Good (A)
14	82	Good (B)
15	85	Good (B)
16	85	Good (B)
17	80	Good (B)

Ad Text	Final Score	Predicate
18	85	Good (B)
19	90	Very Good (A)
20	85	Good (B)

The analysis of 20 public service advertisements shows that students could effectively integrate persuasive messages with visual design. The results indicate that AI-based Canva positively impacts developing student creativity in both language and visuals.

4. Discussion

The findings demonstrate that utilizing AI features in the Canva application provides a positive contribution to developing students' linguistic and visual creativity in learning advertising texts. On the aspect of linguistic creativity, students showed a good ability to compose advertising texts according to communicative objectives. Slogans, calls to action, and moral messages appeared consistently across all advertisements. Themes like energy saving and anti-bullying were articulated with simple, communicative, and easily understood language. Although most advertising texts still used common and normative diction, this indicates that students understood the characteristics of public service announcements, particularly in conveying messages concisely and persuasively. Thus, AI-based Canva not only serves as a design tool but also supports students' linguistic thinking processes in designing advertising messages.

Meanwhile, the aspect of visual creativity showed more dominant achievements compared to linguistic creativity. Most advertisements displayed strong, symbolic visuals relevant to the

conveyed message. The choice of colors, illustrations, typography, and layout was used effectively to grab attention and reinforce the meaning of the text. The use of AI features in Canva allowed students to explore various templates and visual elements, facilitating the design process without reducing the meaning of the message. This aligns with the concept of visual literacy, where students can convey ideas and social values through communicative visual representations.

The dominance of visual creativity in this study suggests that AI-based learning media provides more room for students to be creative visually than linguistically. Nevertheless, the combination of language and visuals still produces a complete and meaningful advertising message. Visuals act as a message reinforcer, while language serves as a clarifier and meaning enforcer.

Furthermore, the variation in themes influenced the type of creativity displayed by students. On the anti-bullying theme, students tended to use emotional and empathetic language along with narrative and dramatic visuals to evoke reader emotions. Conversely, on the energy-saving theme, the language used was more informative and normative, while the visuals tended to be symbolic and educational. This difference shows that students can adapt their communication strategies to the theme's context, indicating a development in critical and creative thinking skills.

Pedagogically, the findings of this study reinforce the view that using AI-based technology in Indonesian language learning can increase student engagement and motivation. The AI features in Canva help reduce technical barriers to design, allowing students to focus more on developing ideas and messages. This aligns with the principles of the Merdeka Curriculum, which emphasizes creativity, independent learning, and the meaningful use of technology. In conclusion, the use of AI features in Canva is not only effective in improving the visual quality of advertising texts but also contributes to the development of linguistic creativity, digital literacy, and persuasive communication skills in students.

5. Conclusion

Based on the results and analysis of the public service advertisements created by students using the AI-based Canva application, it can be concluded that the use of AI-based Canva positively contributes to the development of students' linguistic and visual creativity in learning advertising texts. Students' linguistic creativity falls into the good to very good category, demonstrated by the ability to compose persuasive, informative, and empathetic sentences appropriate to the theme and purpose of the advertisement. Meanwhile, visual creativity showed more dominant achievements, seen in the students' ability to combine colors, illustrations, typography, and layout harmoniously and attractively. The use of Canva's AI features also helps students develop creative ideas, accelerate the design process, and improve the quality of their work without eliminating the student's own creative role. Thus, AI-based Canva can be used as an effective and innovative learning medium in Indonesian language learning, especially for public service advertising texts and other materials.

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(Note: References have been reformatted for consistency and English presentation, but content remains from the original source)

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