

Effectiveness Canva Application-Based Learning Media on Entrepreneurship student: Systematic Literature Review

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Abstract

One of the ways to prepare digital applications in overcoming this gap is to integrate the use of digital applications such as Canva in designing and developing entrepreneurship. This study aims to evaluate the effectiveness of Canva application-based learning media to build entrepreneurial skills at the basic education level. The research method used is Systematic Literature Review (SLR) using PRISMA Flow to select articles. 13 relevant articles were identified and analyzed between 2020-2024. The results show that the integration of digital entrepreneurship in education, including the use of the Canva application, has a positive impact on building students' creativity, motivation and entrepreneurial skills. Canva has also been shown to be effective in several studies to improve understanding of business concepts and develop relevant digital skills. The challenges and obstacles faced are time constraints; technology anxiety, solutions like project-based learning and teacher training can maximize Canva's potential. The implication of this study is that educators should start to realize creatively to start integrating applications like Canva to be applied in learning so that learning goals can be achieved.

Keywords: *Canva Application, Entrepreneurship, Systematic Literature Review*

Abstrak

Salah satu cara penyiapan aplikasi digital dalam mengatasi kesenjangan tersebut adalah dengan mengintegrasikan pemanfaatan aplikasi digital seperti Canva dalam perancangan dan pengembangan kewirausahaan. Penelitian ini bertujuan untuk mengevaluasi efektivitas media pembelajaran berbasis aplikasi Canva untuk membangun keterampilan kewirausahaan pada jenjang pendidikan dasar. Metode penelitian yang digunakan adalah Systematic Literature Review (SLR) dengan menggunakan PRISMA Flow untuk menyeleksi artikel. Sebanyak 13 artikel relevan diidentifikasi dan dianalisis antara tahun 2020-2024. Hasil penelitian menunjukkan bahwa integrasi kewirausahaan digital dalam pendidikan, termasuk pemanfaatan aplikasi Canva, berdampak positif terhadap pembangunan kreativitas, motivasi, dan keterampilan kewirausahaan siswa. Canva juga terbukti efektif dalam beberapa penelitian untuk meningkatkan pemahaman konsep bisnis dan mengembangkan keterampilan digital yang relevan. Tantangan dan kendala yang dihadapi adalah keterbatasan waktu; kecemasan teknologi, solusi seperti pembelajaran berbasis proyek dan pelatihan guru dapat memaksimalkan potensi Canva. Implikasi dari penelitian ini adalah para pendidik harus mulai menyadari secara kreatif untuk mulai mengintegrasikan aplikasi seperti Canva untuk diterapkan dalam pembelajaran sehingga tujuan pembelajaran dapat tercapai.

Kata Kunci: Aplikasi Canva, Kewirausahaan, Tinjauan Pustaka Sistematis



INTRODUCTION

Entrepreneurship education has become an important role in developing human resources and encouraging economic progress in the future (Asongu & Odhiambo, 2019). However, we often find that currently there are many students who lack the creative and technological competencies needed to understand the concept of entrepreneurship in growing the digital economy today (Abbas et al., 2019). This results in a gap between entrepreneurship education and skills in developing practical skills needed in the world of entrepreneurship in the future. Thus, it can be seen that there is a need for a more attractive, simple and technology-based approach to entrepreneurship education to better prepare students to learn and understand business challenges in daily life.

One of the ways to prepare digital applications in overcoming this gap is to integrate the use of digital applications such as Canva in designing and developing entrepreneurship. Canva is known for its web-based graphic design application that allows its users to quickly learn and easily create visual contents, such as designs, presentations, graphics, social media posts, posters and other marketing materials (Wang, 2022). The Canva application is also complete in facilitating its users such as various existing design templates, AI-powered images, icons and design elements that are easily adjusted to the needs so that they can be accessed quickly without having to learn to understand formal design training skills beforehand. With easy-to-use and complete features, Canva provides a positive potential boost in supporting the improvement of students' creativity and learning skills, especially in designing and understanding the world of entrepreneurship starting from elementary school.

Entrepreneurship education has played a pivotal role in developing human resources and driving economic progress (Asongu & Odhiambo, 2019). However, many students currently lack the creative and technological competencies required to internalize the concept of entrepreneurship, particularly in adapting to the demands of the growing digital economy (Abbas et al., 2019). This indicates a critical gap between existing entrepreneurship education frameworks and the practical skills necessary for thriving in the evolving entrepreneurial landscape.

The gap underscores the need for innovative, engaging, and technology-driven approaches to entrepreneurship education. Such approaches must better prepare students to face and solve business challenges in their everyday lives. One potential solution lies in leveraging digital tools, such as Canva, to enhance entrepreneurial learning experiences. Canva, a web-based graphic design platform, offers features that simplify the creation of visual content such as designs, presentations, graphics, and marketing materials. Its user-friendly interface, complete with customizable templates, AI-powered elements, and a vast library of design assets, allows users to create professional designs without requiring formal design training (Wang, 2022).

Canva's intuitive features have the potential to foster creativity and entrepreneurial thinking, especially for elementary-level learners who are beginning to explore the entrepreneurial mindset. Several studies support Canva's effectiveness in education. For instance, Xin and Ma (2023) highlight the positive impact of combining Canva with gamification techniques in entrepreneurship education. Similarly, Ikhlas et al. (2023) demonstrate that Canva-based animated media can significantly enhance students' motivation and achievement in business-related subjects, while Anggraeni and Pentury (2022) found improvements in both motivation and learning outcomes through Canva-based video animations. These findings suggest that Canva's visual and interactive features align well with the creative and practical orientation needed for entrepreneurship education.

Despite these promising results, existing studies have primarily focused on secondary or higher education contexts. There is a notable lack of research exploring Canva's application in entrepreneurship learning at the elementary level. Furthermore,

few studies provide concrete evidence regarding its effectiveness in fostering hands-on entrepreneurial skills, such as designing and implementing visual marketing strategies, that align with foundational entrepreneurship principles. This research aims to address these gaps by analyzing the integration of Canva in entrepreneurship education at the elementary school level. Employing the Systematic Literature Review (SLR) method, this study seeks to synthesize existing findings, identify trends, and uncover best practices in using Canva to develop entrepreneurial skills (Capkun et al., 2022). Through this approach, the research will contribute to a deeper understanding of Canva's role in early entrepreneurial education and offer actionable insights for educators and policymakers.

Thus the researcher tried to analyze in detail the use of canva in education. Researchers use the Systematic Literature Review (SLR) method to identify, certify the findings obtained in previous studies so that researchers can obtain field evidence, evaluate and finally integrate into learning appropriately based on previous findings. (Capkun et al., 2022). Through SLRs, we can identify trends, gaps, and best practices in using Canva for entrepreneurship education, which in turn can provide better guidance for educators and policymakers.

This study seeks to evaluate the effectiveness of Canva-based learning media in fostering entrepreneurial skills among students at the basic education level. The research is guided by three key questions. First, it explores how digital entrepreneurship can enhance students' entrepreneurial skills in educational contexts, focusing on the integration of technology to develop creativity, innovation, and practical business acumen. Second, it examines the potential of Canva as a digital tool for entrepreneurship education, identifying its strengths in facilitating engaging, visually rich, and interactive learning experiences. Third, the study investigates the challenges and difficulties associated with implementing Canva in entrepreneurship learning, as well as the strategies and solutions required to address these issues effectively. By addressing these questions, the research aims to provide valuable insights into the role of Canva in entrepreneurship education and its potential to bridge the gap between theoretical knowledge and practical skills at the elementary level.

The contribution of this research seeks to provide new knowledge for all stakeholders involved in the world of education, so that the Canva application can be used well, effectively to build students' skills and understanding of the concept of entrepreneurship. In addition, it is to support the learning of creative competencies and the integration of technology which is increasingly intense in today's digital era.

METHOD

This study applies the Systematic Literature Review (SLR) method to review and analyze literature related to the effectiveness of Canva application-based learning media in entrepreneurship students. The SLR protocol refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021) to ensure a systematic and comprehensive review.

Article selection criteria include inclusion criteria: (1) Publication in Scopus Q1-Q4 indexed journals; (2) Study on the implementation of Canva in entrepreneurship learning; (3) Research that presents the results, evaluation methods, or impacts of using Canva; (4) Articles in English; (5) Published in 2020-2024. Exclusion criteria include: (1) Non-primary research review articles; (2) Conference proceedings; (3) Articles are not accessible/paid; (4) Articles outside the field of social sciences.

Literature searches were conducted through Elsevier's Science Direct database, taking into account its reputation as a highly reputable source. Search keywords include "Canva application in entrepreneurship education", "digital learning media for entrepreneurship", and "effectiveness of Canva in business education". The selection and management process of referrals uses Mendeley and Zotero software. The article selection process will be visualized through the PRISMA flowchart in Figure 1.

The data analysis technique in SLR adopts a thematic-based narrative synthesis approach. Every article that passes the final selection in the PRISMA diagram will be read thoroughly and carefully. The analysis process begins with an in-depth reading of each article to understand its context, methodology, and key findings. Furthermore, the relevant information from each article is coded according to the predetermined research questions, covering aspects such as the potential of digital entrepreneurship, the integration of Canva in entrepreneurial learning, the potential of Canva, the challenges. After that, coding emerges from various articles and then grouped into broader themes that align with the research question. These themes are organized into a coherent and comprehensive narrative, answering each research question with the support of evidence from the analyzed articles. Finally, based on this narrative synthesis, a general conclusion is drawn about the effectiveness of Canva's app-based learning media in the context of entrepreneurship education. Through this analysis process, the research aims to present a comprehensive and structured picture of the use and effectiveness of Canva in entrepreneurship education, based on empirical evidence from the existing literature. The following is presented the process of filtering existing articles.

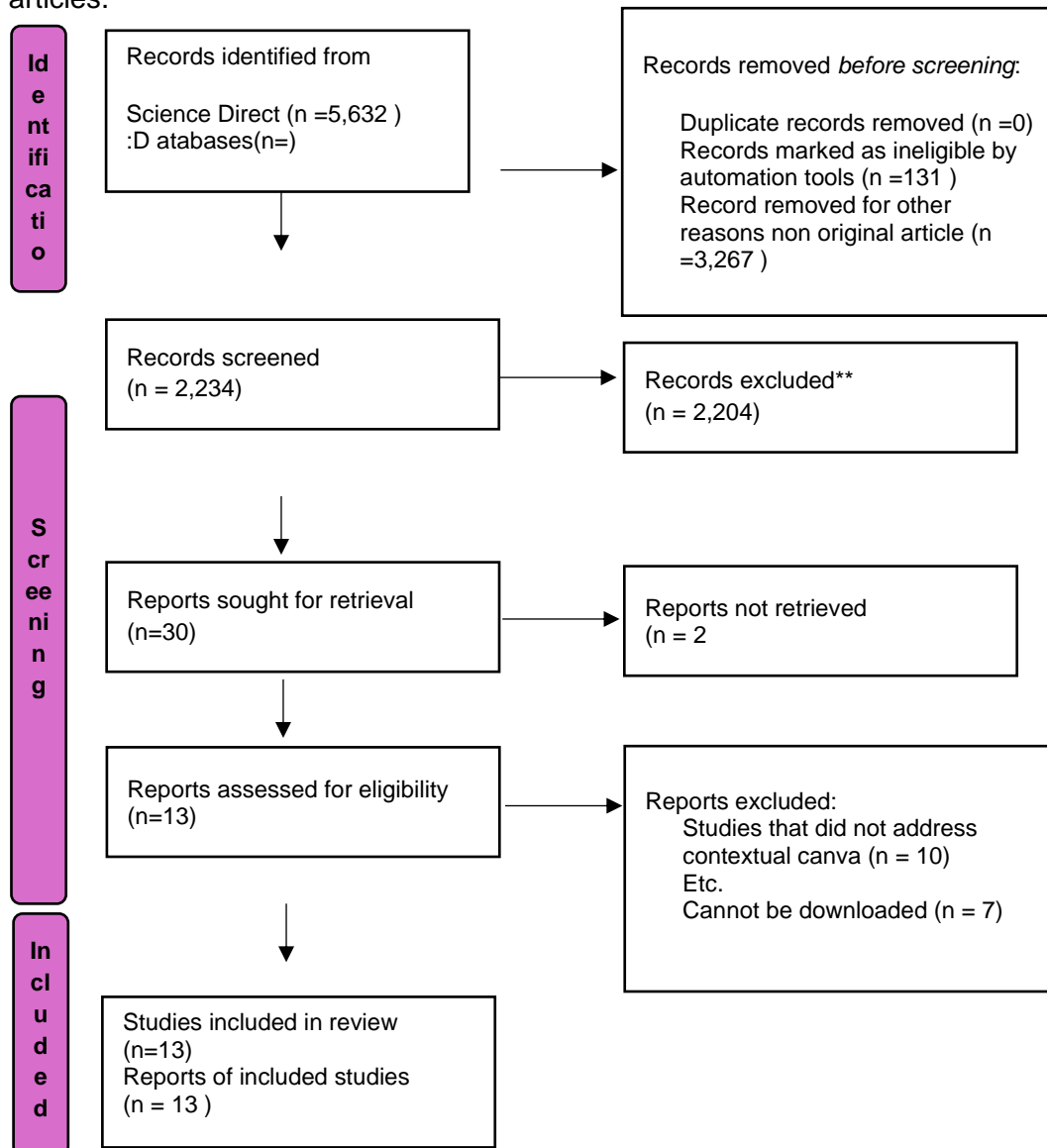


Figure 1. Canva research PRISMA flowchart

The criteria for articles that are final in the analysis of the researcher are described specifically as follows: Based on the results of article selection using inclusion and exclusion criteria, as many as 13 relevant studies were further analyzed in this study. The studies consist of journal articles published in the 2020-2023 range. Most of the studies, i.e. about 70%, used quantitative research methods, while the rest, about 30%, used qualitative and mixed research methods (Duong et al., 2024; Nguyen & Nguyen, 2024; Wibowo et al., 2023). For more clarity, the dapar is presented in Figure 2. Next

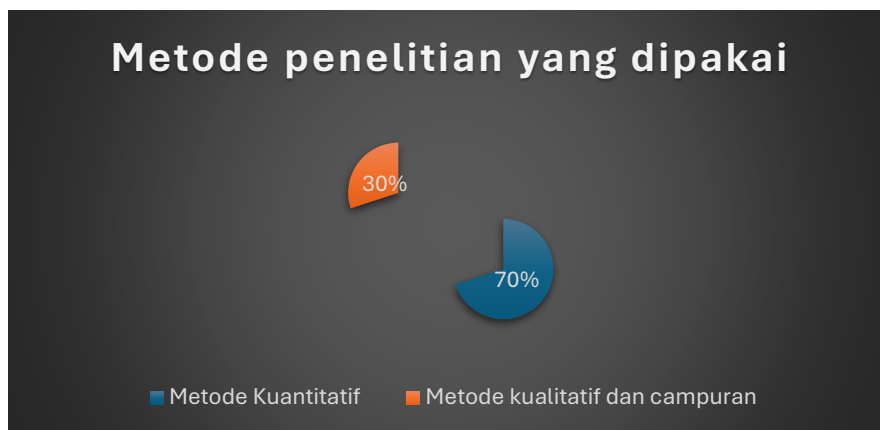


Figure 2.. Chart of popular methods 2020-2024

Several studies have been conducted to examine the effectiveness of using the Canva application in entrepreneurship learning and digital education. (Nguyen & Nguyen, 2024) conducted a study on digital entrepreneurship education among students in Vietnam, using a quantitative research design with a survey questionnaire involving 334 valid respondents. This study investigates the construct of Planned Behavior Theory and the moderation role of digital entrepreneurship education. In line with that, (Duong et al., 2024) conducted a cross-sectional study of 604 students from six universities in Vietnam, focusing on individual-level factors in digital entrepreneurship.

In Indonesia (Wibowo et al., 2023) conducted a study of 270 college students who had received entrepreneurship education, using an online questionnaire to collect data on the impact of digital entrepreneurship education. Meanwhile, a more specific study on the use of Canva was conducted by Noor et al. (2023) on eighth grade students of SMP Negeri 12 Banjarmasin. With a truly experimental design, they compared Canva's use of greeting card writing to conventional teaching methods on a sample of 48 students.

(Anggraeni & Pentury, 2022) conducted a descriptive qualitative study of 60 first-year English education students, focusing on empowering 21st century writing skills using the Canva app in project-based learning for two months. (Vargas et al., 2022) conducted a non-experimental quantitative study of 75 high school students, analyzing the impact of the Canva platform on learning, specifically in the dimensions of motivation, understanding, and active participation.

Thus, the criteria for selecting articles are suitable and show that the use of Canva as a learning medium has the potential to improve students' digital entrepreneurial skills, learning motivation, and active participation in various levels of education, from high school to college.

RESULTS AND DISCUSSION

Result

Table 1. References and Findings

Author(s)	Research Topic	Key Findings
Duong et al. (2024)	Integration of digital entrepreneurship in education	Developing a <i>digital entrepreneurial mindset</i> and practical skills through the application of digital technology.
Xin & Ma (2023)	Gamification in digital entrepreneurship	Gamification enhances student engagement and digital entrepreneurial intentions through simulated decision-making.
Wibowo et al. (2023)	Role of universities in digital entrepreneurship	Curriculum integration encourages exploration of digital opportunities and the use of social media platforms for business.
Saputra et al. (2022)	Technology adaptation in education	Technology-rich learning environments improve student engagement and material understanding.
Anggraeni & Pentury (2022)	Canva in entrepreneurship education	Canva enhances students' creativity in design and understanding of business concepts.
Ikhlas et al. (2023)	Canva-based animated media	Canva increases students' motivation and achievement in business-related subjects.
Noor & Karani (2023)	Motivation in learning through Canva	Canva boosts students' enthusiasm for entrepreneurship learning.
Hinchcliff & Mehmet (2023)	Technological and cultural barriers in Canva use	Cultural differences, technological anxiety, and access issues are challenges to Canva integration.
Chen & Ifenthaler (2023)	Data security in Canva usage	Data security concerns, such as the 2019 breach, are significant for Canva-based learning.
Menacho Vargas et al. (2023)	Teacher training in technology-based learning innovations	Regular teacher training in virtual platforms improves teaching effectiveness.
Pentury & Anggraeni (2023)	Development of digital skills through Canva	Canva supports students' digital skills development, aligning with modern market demands.

Integration of Digital entrepreneurship in education

Based on the results of the review of 13 articles reviewed, most of them show that the integration of digital entrepreneurship in education has become the main focus for many educational institutions in an effort to prepare students for the digital era. (Duong et al., 2024) emphasized that this integration not only involves the use of digital tools in learning, but also includes the development of a digital entrepreneurial mindset. They found that this integrated approach allows students to apply information and communication technology (ICT) skills directly in an entrepreneurial context, thus strengthening their understanding and practical skills.

(Xin & Ma, 2023) He further revealed that the integration of digital entrepreneurship in the curriculum can be done through gamification methods. This

approach not only increases student engagement, but also effectively increases their digital entrepreneurial intentions. They suggest that gaming elements in learning can simulate a real digital entrepreneurial experience, allowing students to develop decision-making and risk management skills in a safe environment.

(Wibowo et al., 2023) highlighting the important role of universities in integrating digital entrepreneurship education. They found that higher education institutions that successfully integrate digital entrepreneurship into their curriculum not only increase students' knowledge about starting a digital business, but also encourage the use of social media and other digital platforms for learning and exploration of entrepreneurial opportunities. This integration creates a supportive learning ecosystem where digital entrepreneurship theory and practice can evolve simultaneously.

Although the focus is not specific to digital entrepreneurship, the findings (Saputra et al., 2022) The importance of technology adaptation in teaching supports the argument for a broader integration of digital tools and concepts in education. They emphasized that a technology-rich learning environment can improve student engagement and their understanding of the material, which in turn can be applied in the context of digital entrepreneurship.

Overall, the integration of digital entrepreneurship in education seems to be a promising approach to prepare students for challenges and opportunities in the digital era. This approach not only improves students' technical skills, but also develops the entrepreneurial mindset necessary for success in the ever-evolving digital economy.

The potential of canva apps to integrate into entrepreneurship learning

An analysis of the included study found several potential or benefits of using the Canva app in entrepreneurship learning. First, most studies reported significant improvements in the creativity and design skills of students who learned to use Canva compared to conventional methods (Anggraeni & Pentury, 2022; Ikhlas et al., 2023). These improvements include the ability to create professional presentations, marketing materials, and business infographics.

Second, several studies reveal that using Canva can increase students' motivation to learn entrepreneurship (Noor & Karani, 2023; Saputra et al., 2022). Students show a higher level of enthusiasm and interest in participating in entrepreneurship learning when using Canva that connects the material to a real-world context. Third, Canva can increase student engagement in entrepreneurship learning (Anggraeni & Pentury, 2022, 2022; Ikhlas et al., 2023). Students become more active in exploring entrepreneurial concepts, collaborating on team projects, and developing visual communication skills when using Canva.

Fourth, Canva's features help students better understand the practical application of entrepreneurial concepts (Saputra et al., 2022). The presentation of entrepreneurial materials associated with the creation of visual content makes the business concept more concrete and easy for students to understand. Finally, Canva supports the development of digital skills that are essential for modern entrepreneurship (Pentury & Anggraeni, 2023; Ikhlas et al., 2023). The use of Canva prepares students with digital design and marketing skills relevant to today's market demands.

These findings show that Canva has great potential in improving various aspects of entrepreneurship learning, from creativity, motivation, engagement, understanding business concepts, to developing digital skills relevant to the modern entrepreneurial world.

Challenges and difficulties and solutions that need to be developed

The analysis of the included study identified some of the challenges and difficulties in learning using Canva, as well as potential solutions that need to be developed. First, several studies report that there are time constraints and the breadth

of learning materials that must be delivered (Ikhlas et al., 2023; Saputra et al., 2022) Classroom conditions and diverse student understandings also affect the effectiveness of using Canva.

Second, the decline in the quality of learning during the COVID-19 pandemic and the lack of teacher optimization in conveying information have become significant challenges (Ikhlas et al., 2023). Boredom and fatigue in the learning process are also problems that need to be overcome. Third, several studies reveal that technology anxiety can hinder students' creative potential and entrepreneurial engagement (Duong et al., 2024). In addition, the lack of standardization of pathways for digital entrepreneurship success is a challenge in itself (Xin & Ma, 2023) Fourth, students' resistance to participating in dialogue, cultural differences, and technological barriers can affect access to and use of Canva (Hinchcliff & Mehmet, 2023). Unfamiliarity with the Canva application, both by students and teachers, is also an initial obstacle (Noor & Karani, 2023). Lastly, the lack of student competence for effective online learning and the need for curricular program renewal in higher education institutions are challenges that need to be addressed (Anggraeni & Pentury, 2022). In addition, data security issues, such as the one experienced by Canva in 2019, are also a concern (Chen & Ifenthaler, 2023)

To address these challenges, several potential solutions have been identified. Project-based learning can be an effective strategy to overcome extensive time and material constraints (Saputra et al., 2022). The development of learning media based on the Canva application can increase student interest and engagement (Ikhlas et al., 2023). Regular training for teachers in the use of virtual platforms and the development of innovative teaching strategies is essential (Menacho Vargas et al., 2023). Creating a safe and supportive environment for dialogue, ensuring equitable access to technology, and encouraging active participation through supportive activities can also help overcome barriers to using Canva (Hinchcliff & Mehmet, 2023). The implementation of gamification in education can improve engagement and learning outcomes (Xin & Ma, 2023). Additionally, the integration of real-world problems in learning can motivate the development of students' 21st-century skills (Pentury & Anggraeni, 2023).

These results show that despite the challenges of integrating Canva into entrepreneurship learning, there are a variety of potential solutions that can be developed. Focusing on teacher training, developing innovative learning strategies, and creating a supportive learning environment can help maximize Canva's potential in enhancing entrepreneurial learning.

Discussion

This study aims to evaluate the effectiveness of Canva application-based learning media to build entrepreneurial skills at the basic education level. Based on the results of the review, it was found that the integration of digital entrepreneurship in education began to develop rapidly with the rapid development of technology. as shown by the findings (Duong et al., 2024; Xin & Ma, 2023). This is in line with Vygotsky's theory of social constructivism which emphasizes the importance of social interaction and the use of cultural tools in the learning process (Vygotsky, L. S., 1978). The development of a digital entrepreneurial mindset and the use of gamification methods emphasized in these studies are in accordance with Kolb's experiential learning theory (1984), which states that effective learning occurs through concrete experiences, reflective observations, abstract conceptualization, and active experimentation.

The role of schools and universities in integrating ethics education explained by (Wibowo et al., 2023), in line with the triple helix concept proposed by (Etzkowitz & Leydesdorff, 2000). This concept emphasizes the interaction between schools, universities, industry, and governments in encouraging innovation and entrepreneurship. In addition, an analysis of the potential of canva's application in entrepreneurship learning shows an increase in building creativity and design skills (Anggraeni & Pentury,

2022; Ikhlas et al., 2023; Noor & Karani, 2023). These findings can be explained through the theory of multiple intelligences (Gardner et al., 2020), especially in the development of visual-spatial and interpersonal intelligence. Increased student motivation and engagement reported by (Noor & Karani, 2023) and (Saputra et al., 2022) in line with Ryan & Deci's (2000) theory of self-determination, which emphasizes the importance of autonomy, competence, and interconnectedness in intrinsic motivation.

The Canva application makes it easy for students to understand practically so that students can create designs that are tailored to the needs that students will learn, for example; use to make poster designs to sell products and be linked to learning materials.

However, several challenges in using Canva have been identified, such as time constraints and the breadth of learning materials (Ikhlas et al., 2023; Saputra et al., 2022), as well as technological anxiety that can hinder students' creative potential (Duong et al., 2024). These challenges can be explained through Rogers' innovation diffusion theory (2003), which describes the process of adopting new technologies and the factors that influence them.

Proposed solutions, such as project-based learning (Saputra et al., 2022) and gamification implementation (Xin & Ma, 2023), in line with Piaget's (1952) theory of constructivism which emphasized the importance of active learning and hands-on experience. Regular training for teachers and the development of innovative teaching strategies (Vargas et al., 2022) It can be understood through the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra & Koehler (2006), which emphasizes the importance of integrating technological knowledge, pedagogy, and content in effective teaching. This study has limitations because only investigating one application does not compare it with other digital entrepreneurship applications so that readers cannot compare it.

CONCLUSION

Based on the results of the Systematic Literature Review of 13 selected articles, it can be concluded that the use of the Canva application as a learning medium has significant potential in improving students' entrepreneurial skills at the basic education level. The integration of digital entrepreneurship, including the use of Canva, has proven to be effective in increasing creativity, motivation to learn, and understanding business concepts in students. Canva offers a more interactive learning approach that is relevant to the needs of the digital age.

Despite challenges in its implementation, such as time constraints, technology anxiety, and the need for curriculum adaptation, various potential solutions have been identified. Strategies like project-based learning, gamification, and teacher training can help maximize Canva's benefits in entrepreneurship education. The implication of this study is that educators should start to realize creatively to start integrating applications like Canva to be applied in learning so that learning goals can be achieved. Future research should at least compare the effectiveness of Canva with other digital entrepreneurship apps and to evaluate its long-term impact on students' entrepreneurial skills.

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