THE EFFECTIVENESS OF USING CANVA IN PROJECT-BASED LEARNING TO ENHANCE STUDENTS' CREATIVITY

EFEKTIVITAS PENGGUNAAN CANVA DALAM PEMBELAJARAN BERBASIS PROYEK UNTUK MENINGKATKAN KREATIVITAS SISWA

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Article Info	
	Abstrak *Studi ini bertujuan untuk mengevaluasi efektivitas integrasi Canva ke dalam Pembelajaran Berbasis Proyek (PjBL) untuk meningkatkan kreativitas siswa dalam konteks pendidikan bahasa. Dengan menggunakan tinjauan pustaka kualitatif yang dikombinasikan dengan analisis deskriptif, penelitian ini mensintesis temuan dari studi empiris yang dilakukan antara tahun 2019 dan 2025 di berbagai tingkat pendidikan, mulai dari sekolah dasar hingga pendidikan tinggi. Studi yang ditinjau menggunakan beragam instrumen seperti lembar observasi, tes kreativitas, wawancara, dan kuesioner untuk mengukur indikator orisinalitas, fleksibilitas, elaborasi, dan kolaborasi. Hasil secara konsisten menunjukkan bahwa PjBL berbasis Canva mendorong kreativitas visual dengan memungkinkan siswa untuk mengubah ide-ide abstrak menjadi produk digital konkret, mendukung kolaborasi melalui fitur kreasi bersama secara real-time, dan meningkatkan motivasi dengan memberikan hasil berkualitas profesional. Bukti kuantitatif menunjukkan peningkatan signifikan dalam skor kreativitas dan hasil belajar, sementara temuan kualitatif menyoroti persepsi positif siswa tentang keterlibatan dan kepercayaan diri. Kesimpulan menekankan bahwa menggabungkan PjBL dengan Canva menciptakan sinergi pedagogis yang memperkuat dimensi kognitif dan afektif kreativitas, mempersiapkan peserta didik untuk tuntutan era digital. Implikasinya bagi pendidik adalah platform desain yang ramah pengguna dapat diintegrasikan secara strategis ke dalam kurikulum untuk menumbuhkan keterampilan abad ke-21, meskipun penelitian longitudinal di masa mendatang direkomendasikan untuk menilai dampak jangka panjang pada retensi kreativitas dan kesiapan profesional.* ***Kata kunci: Canva, pembelajaran berbasis proyek, media pembelajaran digital***

Abstract

This study aims to evaluate the effectiveness of integrating Canva into Project-Based Learning (PjBL) to enhance students' creativity in language education contexts. Employing a qualitative literature review combined with descriptive analysis, the research synthesizes findings from empirical studies conducted between 2019 and 2025 across various educational levels, ranging from elementary schools to higher education. The reviewed studies utilized diverse instruments such as observation sheets, creativity tests, interviews, and questionnaires to measure indicators of originality, flexibility, elaboration, and

collaboration. Results consistently demonstrate that Canva-based PjBL fosters visual creativity by enabling students to transform abstract ideas into concrete digital products, supports collaboration through real-time co-creation features, and increases motivation by providing professional-quality outputs. Quantitative evidence shows significant improvements in creativity scores and learning outcomes, while qualitative findings highlight positive student perceptions of engagement and confidence. The conclusion emphasizes that combining PjBL with Canva creates a pedagogical synergy that strengthens both cognitive and affective dimensions of creativity, preparing learners for the demands of the digital era. The implication for educators is that user-friendly design platforms can be strategically integrated into curricula to cultivate 21st-century skills, though future longitudinal research is recommended to assess long-term impacts on creative retention and professional readiness.

Keywords: *canva, project-based learning, digital learning media*

INTRODUCTION

The rapid advancement of digital technology has transformed the landscape of education, requiring teachers to adopt innovative approaches that foster creativity, collaboration, and critical thinking. In the 21st century, creativity is considered a core competency that supports learners in adapting to complex challenges and generating original solutions. Project-Based Learning (PjBL) has emerged as one of the most effective pedagogical models to cultivate these skills, as it engages students in authentic projects that demand investigation, collaboration, and presentation (Bell, 2010).

However, the success of PjBL often depends on the integration of appropriate media that can stimulate students' imagination and provide opportunities for creative expression. Canva, a web-based design platform, offers accessible tools for creating posters, infographics, presentations, and other visual products. Its intuitive interface and collaborative features make it suitable for classroom use, enabling students to transform abstract ideas into concrete visual outputs. Previous studies have shown that Canva enhances motivation, supports interactive learning, and encourages originality in student projects (Supradaka, 2022; Tarihoran, 2020).

In language and content learning contexts, the combination of PjBL and Canva provides a powerful synergy. Students not only engage in meaningful projects but also learn to communicate their ideas visually, fostering both cognitive and creative development. This study aims to evaluate the effectiveness of using Canva in Project-Based Learning to enhance students' creativity, highlighting its potential to enrich teaching practices and prepare learners for the demands of the digital era.

R1. How effective is the use of Canva in Project-Based Learning (PjBL) for enchancing students' creativity?

R2. In what aspects (originality,flexibility,elaboration,collaboration) does Canva contribute to development of students' creativity within PjBL?

R3. What are students' perceptions of integrating Canva into PjBL as a digital learning medium to improve motivation and engagement?

LITERATURE REVIEW

Project-Based Learning

Project-Based Learning (PjBL) is widely recognized as a pedagogical model that emphasizes student-centered learning through authentic projects. It requires learners to investigate real-world problems, collaborate with peers, and present meaningful outcomes. According to Bell (2010), PjBL develops essential 21st-century skills critical thinking, creativity, communication, and collaboration often referred to as the "4Cs." These competencies are crucial for preparing students to face global challenges and adapt to rapid technological changes.

In addition, Clements and Sarama (n.d.) highlight that PjBL provides opportunities for learners to connect theoretical knowledge with practical application. By engaging in projects, students not only deepen their understanding of subject matter but also cultivate problem-solving skills and creativity. This makes PjBL particularly effective in contexts where innovation and originality are valued.

Canva as a Learning Medium

Canva is a web-based design platform that offers a variety of templates, icons, and collaborative features. Its intuitive interface allows students to create posters, infographics, presentations, and videos without requiring advanced technical skills. Tarihoran (2020) emphasized that technology integration in teaching materials enhances student engagement and supports creative learning. Canva, in particular, bridges the gap between abstract concepts and concrete visual representation, making learning more interactive and accessible.

Supradaka (2022) found that Canva encourages students to explore design elements and express ideas visually, which increases motivation and creativity. Moreover, Canva's collaborative features enable group work, allowing students to co-create digital products and share feedback. This aligns with the principles of PjBL, where collaboration and creativity are central to the learning process.

Creativity in Education

Creativity in education refers to the ability to generate original ideas, demonstrate flexibility in thinking, and elaborate on concepts (Tarihoran et al., 2022). It is not limited to producing something new but also involves developing ideas that are relevant, useful, and impactful. Creativity is considered a key competency in modern education, as it supports innovation and adaptability in diverse contexts.

Rivera-Lozada et al. (2022) argue that digital media tools enhance communication and visual literacy, which are closely linked to creativity. By using platforms like Canva, students can experiment with design, collaborate on projects, and present innovative solutions. This process fosters both cognitive and affective dimensions of creativity, making learning more meaningful and engaging.

Creativity in Education

Several studies have confirmed the effectiveness of Canva-based PjBL in enhancing creativity. Rahayu et al. (2025) reported that integrating digital tools such as Canva and ChatGPT into learning improved students' engagement and creative outcomes. Tarihoran, Farkhan, & Hunainah (2021) demonstrated that technology-based mentoring during the COVID-19 pandemic increased teaching effectiveness and fostered creativity among learners.

Furthermore, Tarihoran et al. (2022) highlighted the influence of social media and digital platforms on students' creative expression, which aligns with Canva's role in supporting originality and innovation. Canva provides a structured yet flexible environment where students can explore ideas, design products, and present them creatively.

Overall, the literature suggests that combining PjBL with Canva creates a powerful synergy. PjBL provides the framework for authentic, student-centered learning, while Canva offers the tools to visualize and communicate ideas creatively. Together, they foster originality, collaboration, and engagement, preparing students for the demands of the digital era.

METHODS

This study employed a qualitative literature review combined with descriptive analysis to synthesize findings from previous research on the integration of Canva into Project-Based Learning (PjBL) and its effectiveness in enhancing students' creativity. The design was chosen because it allows the researcher to identify recurring themes and patterns across different studies, while also providing a comprehensive overview of how Canva-based PjBL has been implemented in various educational contexts.

The participants in the reviewed studies varied widely, ranging from elementary school students engaged in language and science projects, secondary school students involved in poster and infographic design, to university teacher candidates who applied Canva in developing teaching materials. This diversity of participants ensured that the findings could be generalized across multiple levels of education.

Data analysis combined both qualitative and quantitative approaches. Descriptive statistics were used to measure improvements in creativity scores and project quality, while thematic analysis identified recurring patterns in student experiences such as increased motivation, originality, and collaboration. Comparative analysis between pre-test and post-test results was conducted to evaluate the effectiveness of Canva-based PjBL, and triangulation of data sources including observations, tests, interviews, and documentation was applied to ensure validity and reliability. Ethical considerations were also observed, with participants' consent obtained and confidentiality maintained. The use of Canva as a digital tool was aligned with institutional policies on technology integration in education. Despite its strengths, the method has limitations, particularly the reliance on secondary data and variations in research designs across studies. Future

research could employ longitudinal or mixed-method approaches to strengthen the evidence base and provide deeper insights into the long-term impact of Canva-based PjBL on students' creativity.

Procedure

The procedure of this study was carried out in several systematic stages to ensure the effectiveness of Canva-based Project-Based Learning (PjBL) in enhancing students' creativity. At the planning stage, the researcher identified the objectives of the study, prepared lesson plans, project guidelines, and Canva templates, and designed instruments such as observation sheets, creativity tests, and questionnaires. During the implementation stage, students were introduced to Canva through basic training sessions and then organized into small groups to encourage collaboration. Each group was assigned a project task, such as creating posters, infographics, or presentations related to the learning material, while the teacher acted as a facilitator to monitor progress and provide guidance.

In the observation stage, student activities were closely monitored to record indicators of creativity, collaboration, and engagement. Documentation such as photos, videos, and digital portfolios was collected to capture the process of project development. At the evaluation stage, students' creativity was assessed through post-tests, project evaluations, and peer feedback, focusing on originality, aesthetics, and relevance of the products. Questionnaires and interviews were also conducted to gather students' perceptions of Canva-based PjBL. Finally, in the reflection stage, the researcher analyzed the data using descriptive statistics and thematic analysis, identified strengths and weaknesses of the model, and formulated recommendations for future implementation.

Study selection criteria

To ensure the relevance and quality of the literature included in this review, specific inclusion and exclusion criteria were established based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) framework. The search strategy utilized the keywords listed in this study: "Canva," "Project-Based Learning," "Digital Learning Media," and "Creativity".

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Inclusion Criteria Studies were included in the review if they met the following conditions:
1. Topic Relevance: The study explicitly investigates the use of Canva as a learning medium within a Project-Based Learning (PjBL) model, or specifically discusses the impact of Canva on students' creativity.

2. Publication Date: Articles published between 2019 and 2025 were selected to ensure the findings reflect the most current digital learning trends and technological updates.
3. Study Type: The review focused on empirical research, including classroom action research, case studies, and mixed-method studies involving participants from various educational levels (elementary to higher education).
4. Language: Full-text articles available in English or Indonesian to allow for a comprehensive analysis of the local and global context.

Exclusion Criteria Studies were excluded if they:

1. Focused solely on Canva without linking it to PjBL or creative outcomes.
2. Were non-empirical papers, such as opinion pieces, editorials, or incomplete drafts without clear methodological frameworks.
3. Were duplicate publications or outside the specified timeframe.

The selection process began with an initial screening of titles and abstracts, followed by a full-text review to verify eligibility against these criteria before data extraction and synthesis.

Instrument(s)

The instruments used in the referenced studies included observation sheets to record engagement and collaboration, creativity assessment tests to measure originality, flexibility, fluency, and elaboration, as well as questionnaires and interviews to capture students' perceptions and experiences. In addition, project evaluations were conducted to assess the quality, aesthetics, and originality of digital products created with Canva, while documentation tools such as photos, videos, and digital portfolios were used to track project progress. Data collection procedures generally began with pre-tests or baseline measurements of creativity and engagement, followed by the implementation of PjBL activities using Canva as the primary design tool. During the project work, researchers observed and documented student collaboration and participation, while interviews and questionnaires provided qualitative insights into student experiences. Finally, post-tests and project evaluations were administered to measure improvements in creativity and learning outcomes.

Figure 1. PRISMA Flowchart of the selection process.
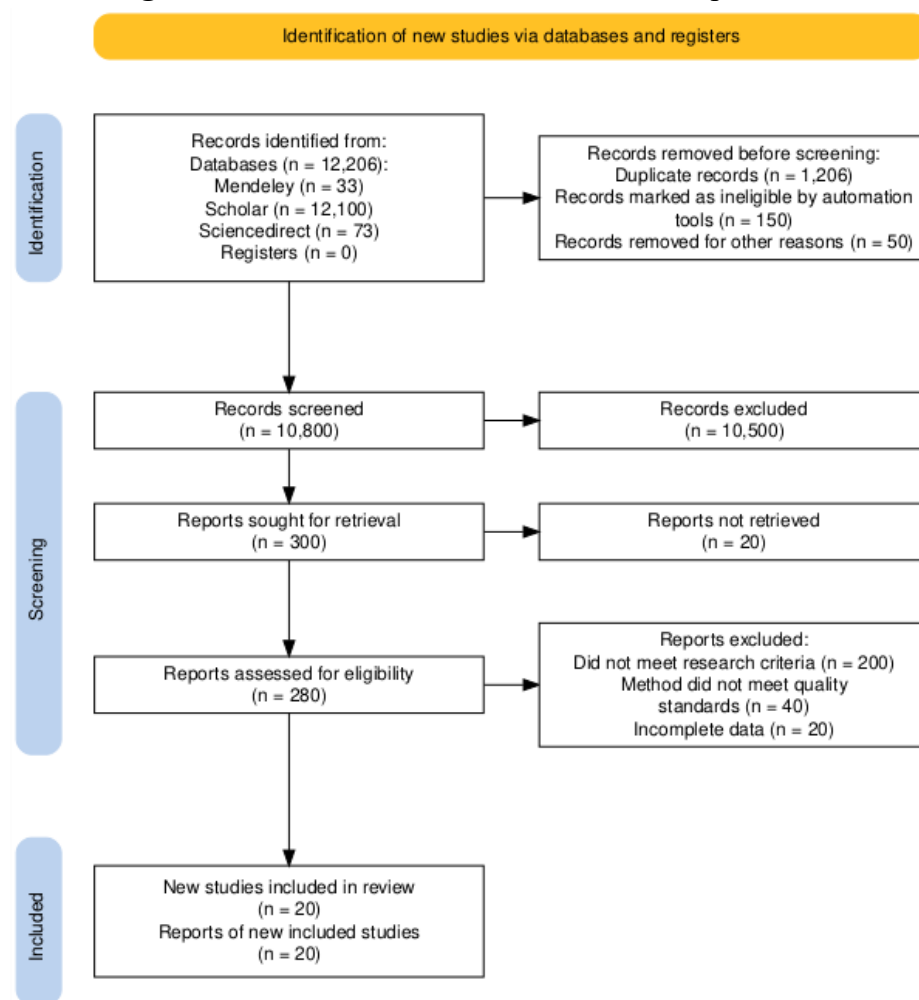
RESULT AND DISCUSSION

Discussion The analysis of the selected studies reveals three major themes regarding the effectiveness of Canva in Project-Based Learning: the enhancement of visual creativity, the fostering of collaboration, and the increase in student motivation.

Enhancing Visual Creativity and Originality The findings consistently indicate that Canva serves as a bridge between abstract concepts and concrete visual representations. By providing accessible design tools, Canva reduces the technical barrier to entry, allowing students to focus on the "4Cs" of creativity rather than struggling with complex software. As noted by Supradaka (2022), the platform encourages students to explore various design elements, which directly supports the elaboration and flexibility aspects of creativity. Students are able to produce posters, infographics, and presentations that are not only aesthetically pleasing but also conceptually original.

Collaboration in Digital Spaces A key component of PjBL is collaboration. The literature confirms that Canva's real-time collaboration features align perfectly with PjBL principles.

Students can co-create products simultaneously, regardless of their physical location. This digital synergy allows for peer feedback and iterative design processes, which are essential for refining creative ideas. The collaborative nature of the platform transforms individual creativity into collective innovation, preparing students for modern teamwork environments.

Motivation and Engagement The integration of Canva into PjBL has been shown to significantly boost student motivation. The ability to create professional-looking products instills a sense of pride and ownership in learners. Rahayu et al. (2025) highlighted that when digital tools are integrated into learning, student engagement improves. This increased engagement is a precursor to creativity; when students are motivated and enjoy the learning process, they are more likely to take risks and think outside the box.

TABEL 1. Summary of Findings of the Selected Final Studies.

No	Authors/Year/ Country	Main Characteristic	Study Design/ Measuring	Findings
1	Moch. Abdullah Faqih, Waode Hamsia, Ro'ifahr/2023/ Indonesia	Effectiveness of Canva in Project Based Learning to improve writing	Pre-experimental, quantitative; pre-test & post-test, t-test	Experimental class improved (65.50 → 85.25); control class stagnant (61.00 → 61.25). Canva significantly enhanced students' descriptive writing skills.
2	Nurul Hidayatun Nikmah & Aldina Eka Andriani/2023/ Indonesia	Application of Project Based Learning (PjBL) using Canva to teach Indonesian language in elementary school	Collaborative Classroom Action Research (PTKK); 22 fifth-grade students; data collected via observation, interviews, documentation; analyzed qualitatively & quantitatively	Learning outcomes improved: pre-cycle to cycle I ↑12%, cycle I to cycle II ↑14%; final mastery reached 82% (above KKM target of 75%)
3	Husni Mubarak/2024/ Indonesia	Indonesia Implementation of Project Based Learning (PjBL) using Canva to improve graphic design skills and learning motivation of vocational high school (SMK) students in TKJ major	Quasi-experimental, pretest–posttest control group design; instruments: graphic design skill test (MCQ, short answer, practical tasks), motivation scale (based on SDT & EVT), observation sheets	Experimental group (PjBL + Canva) showed significantly higher improvement in graphic design skills (posttest mean 81.5 vs. 70.2) and motivation (posttest mean 80.8 vs. 74.3) compared to control; students were more active, creative, and collaborative
4	Lia Afriyanti Nasution, Khairiah, Juliandi	Application of Project-Based Learning (PjBL)	Research & Development (R&D); data via observation,	PjBL with Canva improved creativity, collaboration, ICT skills,

	Siregar, Sutri Novika/2024/ Indonesia	using Canva for prospective elementary school teachers	interviews, document analysis; evaluation of Canva products (criteria: material suitability, skills, color, comprehension)	motivation; students produced effective, interactive teaching media; average score 88.35 (range 80–95, good–very good category).
5	Angela Sirlanie, Kartika Christy Suryandari, Sukarno/2025/ Indonesia	Use of Canva media in entrepreneurship-themed Pancasila Student Profile (P5) project for elementary students	Qualitative descriptive case study; data from classroom observation, interviews (teachers, students, principals), documentation; triangulation and thematic analysis	Canva enhanced creativity, independence, collaboration, and critical reasoning; students showed pride and autonomy; teachers noted improved engagement; challenges included limited devices and uneven digital literacy but adaptive strategies ensured participation
6	Aini Zakiyah, Kustiyowati, Waris/2024/ Indonesia	Focused on the effect of Canva-based learning media on creativity and critical thinking of vocational school students (Class XI, SMK Plus Bustanul Ma'arif)	Quasi-Experimental design (Pretest–Posttest Only Control Group). Instruments: creativity test (fluency, flexibility, originality, elaboration) and critical thinking test (interpretation, analysis, evaluation, inference)	Canva-based learning media significantly improved students' creativity (mean 83.5 vs. 77.9) and critical thinking (mean 85.3 vs. 67.8). MANOVA results showed a significant effect ($p < 0.05$).
7	Fahma Aisyah Putri Alwa, Khalisa Kadhia Maulana, Silvi Bahriya, Hindun/2025/ Indonesia	Explores Indonesian education students' process and challenges in using Canva for Project-Based Learning (PjBL), linked to TPACK framework	Descriptive qualitative; thematic interviews with 17 students (semesters 1, 3, 5); purposive sampling; thematic analysis	Students familiar with Canva since high school; usage increases with semester level; Canva supports creativity, collaboration, efficiency, and confidence; challenges include unstable internet, weak group coordination, and limited premium access; overall strengthens 21st-century skills (critical thinking, communication, digital literacy)
8	Ning Wahyuni & Sulastri Rini Rindrayani/2025/ Indonesia	Implementation of Project-Based Learning (PjBL) supported by Canva & Simplebooklet in Social Studies (Grade VI)	Qualitative, library research (literature review of prior studies, conceptual analysis)	PjBL with Canva & Simplebooklet increases student engagement, critical thinking, collaboration, creativity, and digital literacy; strengthens understanding of IPS concepts.

9	Taukhid, Taufan Agung Prasetya, Sapto Dwi Anggoro/2025/ Indonesia	Development of Canva-based e-learning media integrated with Project-Based Learning (PjBL) in Pancasila Education	Research & Development using ADDIE model; validation questionnaires (content, language, media) and practicality questionnaires (students & educators)	Media validity: Content 90% (very valid), Language 95% (very valid), Media 98% (very valid). Practicality: Students 89.31% (very practical), Educators 91.66% (very practical). Canva-based PjBL media is effective, valid, and practical for nursing students.
10	Pamulasih Gurning, Elsje Theodora Maasawet, Yusak Hudiyono, Lambang Subagiyo, H. Herliani, A. Akhmad/2024/ Indonesia	Development of Canva-based biology learning media (plant tissue topic) to enhance creativity and learning outcomes	Research & Development (Borg & Gall model); validation by experts, teacher/student practicality questionnaires, pretest–posttest, N-Gain, paired & independent t-tests	Media validity: 91.15% (very valid); practicality: teachers 91.66%, students 93.12% (very practical); effectiveness: cognitive gain score 0.74 (high), motivation gain 0.75 (high); significant improvement in student learning outcomes and creativity
11	Jalu Harsabawa / 2023 / Indonesia	Integration of Canva as teaching media and Project-Based Learning tool in language/science teaching	Classroom Action Research with 34 Grade VI students (Karangtalun 02 Elementary School, Cilacap); conducted in 2 cycles (planning, acting, observing, reflecting); measurement via pretest, cycle I, cycle II scores	Average score improved: Pretest 66.07 → Cycle I 74.57 → Cycle II 84.29; completeness rose from 41% → 62% → 91%; Problem-Based Learning with Canva enhanced student engagement and science learning outcomes
12	Siti Nurjannah, Fendy Yogha Pratama, Ichsan /2025/Indonesia	Creativity of PGSD students in designing contextual Indonesian language learning	Qualitative case study; purposive sampling (8 students); semi-structured interviews; thematic analysis (Miles & Huberman)	75% designed self-directed modules; 62% integrated digital media (Quizizz, Canva); 50% combined with conventional media (puzzle, visual aids); creativity developed through practice, flexible media use, and awareness of student characteristics; proposed blended contextual learning model and recommendations for digital literacy training.
13	Risa Aprianty Nurjanah & Efi Tri	xamines effectiveness of	Quantitative, true experimental design	PBL with Canva more effective than conventional

	Astuti / 2024 / Indonesia	Project Based Learning (PBL) assisted by Canva in Islamic Education at elementary level	(posttest control group); 38 students (19 control, 19 experimental); N-Gain test with SPSS for analysis	learning (N-Gain 67% vs 61%); improves engagement, collaboration, and 21st-century skills; highlights need to consider teacher/student tech ability
14	Chindy Yulia Permatasari & Wisma Yunita / 2023 / Indonesia	Use of Canva app as medium in Project-Based Learning (PjBL) to empower EFL students' creative writing (invitation cards).	Qualitative case study; 21 Grade VIII students + 1 teacher; data via observation, interviews, questionnaire (Likert scale).	Teachers applied PjBL steps with Canva; students showed positive perceptions (motivation, teamwork, creativity, ease of writing); Canva made projects more engaging and effective.
15	Endang Palupi, Puguh Karyanto, & Bowo Sugiharto/2025/ Indonesia	Development of Canva teaching media based on Project-based Learning (PjBL) with STEM approach for science (biotechnology)	R&D with ADDIE model; validation by experts (CVI), Rasch model, ANCOVA, t-test, pre-test/post-test with control & experimental groups	Canva PjBL-STEM media valid (CVI ≈ 0.89), feasible, and significantly effective in improving students' critical thinking compared to PPT or traditional methods
16	Maya Ulyani & Widuri Indah Dwi Jayanti / 2025 / Indonesia	Utilization of Canva in Project-Based Learning (PjBL) to enhance writing skills of Grade XI Vocational High School students (Culinary Program, SMKN 6 Yogyakarta).	Descriptive qualitative design; purposive sampling (36 students); data collected via observation & questionnaire (Likert-scale, 10 items); analyzed with Miles & Huberman's interactive model (condensation, display, conclusion).	Canva integrated into PjBL improved students' writing skills in exposition texts; students reported higher motivation, creativity, ease of understanding, and focus; positive perceptions across affective, conative, and cognitive aspects.
17	Eka Swajaya Putri, Mariana Ade Cahaya /2024/Indonesia	Examines the effect of Project Based Learning (PjBL) using Canva on students' creative thinking in Biology (ecosystem topic).	Quasi-experimental, non-randomized control group pretest–posttest design; purposive sampling; 34 students (X grade); data collected via 8 essay questions; analysis with normality, homogeneity tests, and independent samples t-test	PjBL with Canva significantly improved creative thinking: experimental class mean rose from 64.31 (pretest) to 79.44 (posttest), compared to control class 44.38 → 65.47; t-test sig. = 0.000 < 0.05.
18	Herlina Tri Wulandari & Sutama / 2025 / Indonesia	Development of interactive learning media using Canva for Education to improve digital	Research & Development (R&D) using ADDIE model (Analysis, Design, Development,	Media validity: 83% (media experts), 86% (material experts). Student/teacher responses: very positive (ease of use,

		literacy in Solar System material (IPAS project, vocational high school).	Implementation, Evaluation). Measuring tools: expert validation (media & material), student/teacher questionnaires, pre-test & post-test with N-Gain analysis.	motivation, engagement). Effectiveness: N-Gain = 0.75 (high category). Concluded Canva-based media is valid, practical, effective for enhancing digital literacy.
19	Hafsah et al. /2024/Indonesia	Canva for ecosystem concept (Grade VII)	Pretest–Posttest Control Group, Questionnaire	Scores improved (33 → 66); KKM achievement rose from 16.6% → 83%; positive student response.
20	Ardi Ficri Harahap & Khairul Fahmi / 2024 / Indonesia	Focused on nursing students' ability to write health promotion texts using Project-Based Learning (PjBL) with Canva	Quasi-experimental pre-test post-test; 76 nursing students (PjBL+Canva vs. MS Word); writing scored by rubric; Mann-Whitney test applied.	PjBL with Canva significantly improved writing skills compared to control group (Sig. .001 < 0.05); improvements noted in content organization, vocabulary use, grammar accuracy, and mechanics

CONCLUSION

This study employed a qualitative literature review to evaluate the effectiveness of using Canva in Project-Based Learning (PjBL) to enhance students' creativity. The synthesis of existing research confirms that combining PjBL with Canva creates a powerful pedagogical synergy. PjBL provides the necessary framework for authentic, student-centered inquiry, while Canva offers the intuitive tools required to visualize and communicate ideas effectively.

The findings suggest that this integration not only fosters the cognitive and affective dimensions of creativity such as originality, flexibility, and elaboration but also enhances collaboration and digital literacy. For educators, the implication is clear: integrating user-friendly design platforms like Canva into project-based curricula is a viable strategy to prepare students for the demands of the digital era.

However, limitations exist, primarily regarding the variation in research designs across the reviewed studies. Future research should focus on longitudinal studies to measure the long-term impact of this method on students' creative retention and professional readiness.

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