

# **Enhancing EFL students' engagement through Canva talk up media in a pesantren-based school**

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## **ABSTRACT**

This study was motivated by low levels of student engagement in English language learning within *Pesantren*-based (Islamic boarding school) educational settings, a context often characterized by conventional pedagogy and a scarcity of interactive instructional media. The research aimed to analyze the efficacy of Canva Talk Up media as a tool for enhancing engagement among English as a Foreign Language (EFL) students in this specific environment. Employing a qualitative descriptive design, the study involved one English teacher and four tenth-grade students at a *Pesantren* in East Java. Data were gathered through semi-structured interviews, non-participant classroom observations, and document analysis, and subsequently analyzed using thematic analysis. The findings indicate that the implementation of Canva Talk Up media significantly increased student engagement. This was facilitated by its visually compelling design, interactive features, and provision of an enjoyable platform for language practice. Concurrently, the teacher demonstrated enhanced proficiency in integrating technological, pedagogical, and content knowledge (TPACK). The study concludes that Canva Talk Up is an effective pedagogical tool for fostering student participation in this context, notwithstanding persistent challenges such as limited internet connectivity and device availability. The implications highlight the necessity for targeted teacher professional development and improved institutional investment in technological infrastructure to optimize the integration of digital learning media within *Pesantren*-based schools.

**Keywords:** *Canva talk up media; EFL student's engagement; Pesantren-based school*

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## 1. Introduction

In facing the challenges of global communication in the digital era, students must be able to improve their ability to speak English as a Foreign Language (EFL) (Paudel, 2021). Nowadays, low student engagement in English learning is still a common obstacle in many educational institutions, including *pesantren*-based schools (Azzura et al., 2023). Monotonous learning environment, lack of interactive learning media, and conventional approach in delivering the material become the factors that cause students to be less active and unmotivated in learning English (Holbrey, 2020). This kind of traditional pedagogy leads teacher to be monotone that the teaching strategy must be accordance with the textbook, and ignore student's needs who follow the change of era, for example the need for ICT-based (Information and Communication Technology) learning media (Heriyawati & Elfiyanto, 2023; Akbarpour, 2022; Asnas et al., 2023).

In the context of *pesantren*-based school, students or usually well-called as santri are required not only to master religious knowledge, but also to have foreign language skills such as English to support their role in the global community (Bukhori et al., 2024), or usually santri are taught two combinations of knowledge, for example integrating Islamic moderation values into English language teaching (Rizal, 2021). Therefore, new learning media innovations are needed in terms of incorporating ICT-based media into their teaching learning process to increase students' active involvement (Roemintoyo & Budiarto, 2021; Zhafira & Rizal, 2024). One of the media that can be used is Canva Talk Up media, a PowerPoint-based interactive learning media designed to train students to use positive expressions in English such as congratulating and complimenting others. This media not only presents the material visually and attractively, but also provides a space for oral practice that encourages students' confidence and engagement in English communication ability (Widiastuti, 2024).

Some previous research highlights the role of Canva as learning media such as, Fitria (2022) shows that the use of Canva application as a media in teaching English is effective in developing the creativity of Informatics students. Canva is further recognized as an effective and versatile digital platform that facilitates innovative and creative pedagogical approaches in English language education (Sari et al., 2023; Risnawaty et al., 2025). Beyond fostering creativity, empirical evidence indicates that Canva supports the enhancement of student comprehension, particularly when integrated with direct instructional guidance from subject teachers (Ilham et al., 2022).

In addition, Canva acts as teacher's and student's assistant in becoming a technological tool in supporting student's collaborative learning, and engagement (Habibah & Jihan, 2025; Ilyas & Syarif, 2023). Canva acts as teacher's assistant in designing materials creatively and attractively, it is also an effective tool in supporting a more innovative and fun English learning process (Melinia & Nugroho, 2022). Meanwhile, some studies also reveal that some students require additional guidance to optimize its use independently. Thus, the integration of Canva in the teaching and learning process can increase student engagement and understanding, as well as being supported

by effective mentoring strategies from teachers (Meisyi et al., 2023; Astuti et al., 2024). Furthermore, research by Mulyati et al. (2022) highlights the development of learning media assisted by Canva application for high school by using the 4-D model (Define, Design, Develop, Disseminate) shows that the media is effective in increasing student learning motivation.

In general, all previous studies show that Canva application as a learning media brings positive impacts on improving students' creativity, engagement, material understanding, as well as learning motivation in English learning. Canva is also a flexible, interactive and supportive platform for innovative learning which can be accessed by teacher and student. However, little is known regarding the use of Canva media in Islamic-based schools or *pesantren* which lack internet access. Whereas the learning characteristics and background of students in the *pesantren* environment have their own uniqueness that can affect the success of learning media.

In the context of ICT-based learning media, specifically in terms of English language learning innovation in the digital era, the Technological Pedagogical and Content Knowledge (TPACK) approach is a relevant theoretical foundation to understand the effective integration of technology in the teaching learning process. In this study, the use of Canva Talk Up media represents the real integration of TPACK in learning English in *pesantren*-based schools. Teachers are required to have strong technological, pedagogical, and content knowledge. Through the TPACK approach, learning not only emphasizes on the delivery of material, but also on the way of delivery and the use of technology as a tool to increase student interest, participation, and engagement. This becomes very important in the context of *pesantren* which has unique characteristics, where media innovation must be in line with Islamic values and limited technological infrastructure.

Therefore, this study aims at analysing how Canva Talk Up media can increase the engagement of EFL students in *pesantren*-based schools. This research is important because it can contribute to the development of more contextualized and engaging English teaching strategies, especially in an educational environment that integrates Islamic values and modern learning technology. Thus, to address its case, this research is carried out by answering these two research problems, “What are teacher's experiences of using Canva Talk Up media in enhancing EFL students' engagement in *Pesantren*-based schools? and How does the use of Canva Talk Up media affect EFL students' engagement in *Pesantren*-based schools?”.

## 2. Literature review

### 2.1. Student's engagement in learning

Student engagement is one of the key factors that determines the success of the learning process, especially in foreign language learning. Students who are actively engaged usually show high levels of interest, attention, and motivation during the learning process (Meece, 2023). This engagement is not only evident in physical participation in

class, but also in emotional and cognitive engagement, such as curiosity, enthusiasm for understanding the material, and the courage to try using the language being learned (Mystkowska-Wiertelak, 2022). Conversely, low engagement often leads to passive, monotonous, and meaningless learning. In the context of *pesantren*-based schools, this problem often arises because learning is still teacher-centered, with the use of traditional methods and minimal media innovation (Aini, 2025). Therefore, an approach and learning media are needed that can attract students' attention, provide space for exploration, and encourage active interaction between teachers and students, for example is Canva Talk up media. Canva Talk Up, as a technology-based media, offers students a space to actively participate through attractive visual displays, speaking activities, and interactive exercises. Thus, this media not only functions as a presentation tool, but also as a means to increase student engagement, motivation, and confidence in using English.

Although Canva is becoming increasingly popular as a learning media, its use still needs to be critically assessed. Canva has the advantages of an attractive appearance, ease of design, and various visual features that can increase student interest and creativity. However, pedagogically, this platform has certain limitations. Canva emphasizes visual and aesthetic aspects rather than learning interactivity, so its success greatly depends on the teacher's ability to manage and utilize it effectively (Kocaarslan et al., 2024). In addition, because Canva is an online platform, its effectiveness in *Pesantren* based schools with limited internet access poses a challenge. Canva's features also do not fully support adaptive learning or direct assessment of student learning outcomes. Therefore, the use of Canva needs to be balanced with contextual and creative learning strategies so that it does not only focus on attractive displays, but also improves students' understanding, and participation.

## 2.2. TPACK

The TPACK theory developed by Mishra and Koehler (2006) is a framework of teacher knowledge that combines three main components, namely Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Content Knowledge (CK) refers to a teacher's understanding of the instructional material to be delivered, such as mastery of concepts, facts, and principles within a particular field of study. Pedagogical Knowledge (PK) is a teacher's ability to select and apply effective teaching strategies to ensure students can understand the material optimally. Meanwhile, Technological Knowledge (TK) is knowledge about the use of technology to support the teaching and learning process, from selecting, operating, to integrating digital media and devices into learning activities. According to Mishra and Koehler (2006; 2009), these three components must be integrated in a balanced manner so that teachers can design and implement meaningful, innovative, and contextually appropriate learning experiences for students in various educational settings.

In practice, the application of TPACK requires teachers to have a strong understanding of the material being taught (CK), such as mastery of positive expressions

in English, as well as appropriate pedagogical strategies (PK) to increase student engagement. In addition, teachers also need to master technological skills (TK) to utilize interactive media, such as Canva, as an attractive and participatory learning tool. The TPACK approach focuses not only on the delivery of material but also on how it is delivered and the use of technology as a tool to build student interest, participation, and engagement. This is particularly important in the context of learning in Islamic boarding schools, which have unique characteristics, where media innovation must align with Islamic values and consider existing technological infrastructure limitations. With the proper application of TPACK, teachers in Islamic boarding school environments can create relevant, creative, and effective learning experiences without compromising the principles upheld by the institution.

### 2.3. *Pesantren-based schools*

*Pesantren*-based schools are educational institutions that combine religious curriculum with general education curriculum, including foreign languages such as English (Mufarokah et al., 2025). In this environment, students are not only required to master religious knowledge but also to develop foreign language skills to support their roles in the global community (Yugo, 2025). As stated by Mahbubi (2024), that the characteristics of learning in *pesantren* generally still tend to use conventional teacher-centered methods, dominated by the use of textbooks, and minimal use of interactive learning media. This often results in low student engagement in the learning process, as the material is delivered monotonously without adapting to the needs of a generation living in the digital age. On the other hand, Islamic boarding schools have their values and culture that need to be integrated into every learning process, so innovations in learning media must align with Islamic principles and consider technological infrastructure limitations.

To improve the quality of English language learning in *pesantren*-based schools, innovative learning media that can balance technology, pedagogical strategies, and mastery of subject matter is needed (Achmadin et al., 2024). ICT-based media such as Canva is one alternative that can be used to deliver more engaging, interactive, and relevant learning experiences for students. The use of such media not only facilitates the delivery of content through visually appealing presentations but also encourages students to actively participate and gain confidence in communicating in English. However, the implementation of technology-based media in Islamic boarding schools faces challenges such as limited internet access, insufficient devices, and the need for teacher training in effectively integrating technology. Therefore, the strategy for implementing digital media in Islamic boarding schools must be designed contextually, adapted to on-the-ground conditions, and maintain the essence of education based on Islamic values.

### 3. Method

#### 3.1. Research design

This research attempts to comprehend in depth the application of Canva Talk Up media and its impacts towards student's enhancement in learning English specifically in *pesantren*-based school. Descriptive qualitative design is used to analyze the use of Canva and its positive impacts on students through teacher's and student's perspective. A qualitative method is a kind of approach which studies the phenomena of humans. Further, the use of qualitative methods is also to understand the behaviour and events from an objective perspective (Cresswell, 2017).

#### 3.2. Participants

Participants in this study consist of one English teacher and four Elementary level or equivalent to 10<sup>th</sup> grade students at a private Islamic boarding school located in East Java. The teacher was an English teacher who had five years teaching English experience and had no previous experience in using Canva as a learning medium. When the researcher conducted this research, it was his first time applying Canva for teaching media. Meanwhile, the four students involved were Elementary level in informal course or equivalent to first-year high school students selected purposively based on their activeness during English learning using the Canva Talk Up media. These students represent the characteristics of santri in the *pesantren*-based school who have a background in learning based on Islamic values and are also the main targets in the application of innovative technology-based learning media.

#### 3.3. Data source

The data in this study were verbal statements from teachers and students in the form of sentences. The data were collected to explore the experiences, perceptions, and impacts of Canva media use on students' learning engagement in the *pesantren*-based school. The primary data sources in this study were one English teacher and four Elementary level or equivalent to 10<sup>th</sup> grade students who were actively involved in the teaching learning process using Canva Talk Up Media.

#### 3.4. Research instruments

In this study, the researcher used three instruments. The first instrument was a semi-structured interview guideline designed to explore teachers' and students' perceptions, covering aspects of media use, benefits, challenges, as well as changes in students' learning engagement. The guideline contained open-ended questions that were flexible and could be developed during the interview. The second instrument is a class observation sheet that serves to record student behaviour, responses to the media, as well as teacher teaching methods during the learning process. In addition, the researcher also prepared a documentation format to collect supporting data such as student project results, Canva media screenshots, and notes.

### 3.5. *Data collection*

In collecting data, the researcher did several techniques, namely semi-structured interviews, classroom observation, and documentation. The Interview was conducted directly which aimed to explore perceptions, experiences, and responses on the use of Canva media. Class observation was conducted during two class meetings, on 7 and 14 May 2025, each lasted 90 minutes, to observe the implementation of Canva media directly in the learning process. Meanwhile, documentation was obtained through screenshots or picturing of the media used, student's active participation, and notes during observation. All these data were used as triangulation materials to ensure the validity and reliability of the research findings.

### 3.6. *Research procedure*

The research procedure of this study began with preparing interview instruments and class observation sheets in form of note taking that were adjusted to the focus of the research, namely the use of Canva Talk Up media. Furthermore, the researcher conducted direct observations during two learning meetings to see how the media was implemented by teachers and accepted by students. After that, semi-structured interviews were conducted with one teacher and four students to explore their experiences, perceptions, and involvement during the learning process. The documentation process was carried out simultaneously to record the learning media used and student activities during the teaching learning process. All data collected was then analyzed qualitatively using a thematic analysis to identify the findings that were relevant to the research objectives.

### 3.7. *Data analysis*

The data that has been collected is analysed using a thematic analysis approach. This approach aims to identify, analyze, and report important patterns that emerge from qualitative data. The analysis was carried out through the following stages (Braun & Clarke, 2014). First, familiarization. The researcher read the interview transcripts and observation notes repeatedly to understand the content and context of the data thoroughly. Next, coding. The researcher coded the data by marking important sections related to the implementation of Canva media and student engagement. Third, Generating Themes. Similar codes were grouped to form initial themes such as student engagement and media effectiveness. Fourth, reviewing Themes. The researcher reviewed the themes formed to ensure their relevance to the data and suitability to the research questions. Last, writing the report. Findings were explained in a narrative manner, including direct quotes from participants to strengthen interpretations.

## **4. Findings and discussion**

This part of the research presents the findings and discussions in which to answer the first and second research question. The provided data in this chapter consist of two categories. First, the data of teacher's experiences of the use of Canva Talk Up media in

enhancing EFL students' engagement in *Pesantren*-based schools by following TPACK theory by Mishra and Koehler (2006). Second, how the use of Canva Talk Up media affects EFL students' engagement in *Pesantren*-based schools.

*4.1. What are teacher's experiences of using canva talk up media in enhancing EFL students' engagement in pesantren-based schools?*

The first research question focuses on how a teacher experiences using Canva Talk Up media in increasing student's engagement in English learning. Through an interview, the teacher conveyed various views regarding the benefits and challenges in implementing this media for the first time. These experiences provide an overview of how the teacher adjusts his learning strategies to the technology they are new for him, and how the media impacts students' responses during the learning process. The findings from these interviews were then analyzed based on three main dimensions in the TPACK framework, namely Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

*4.1.1. Content knowledge (CK)*

Excerpt 1

Canva is very helpful in delivering the congratulating and complimenting other material because it provides various visual elements such as illustrations, characters, and attractive templates. This makes it easier for students to understand the context of social situations and expressions used in congratulations or compliments.

The teacher shows a deep understanding of the linguistic content (CK), namely expressions in social situations (Li et al., 2022). He realizes that expressions of congratulations and compliment have pragmatic value that must be linked to the social context. With the support of visual elements from Canva, the teacher can deliver the content in a more contextualized manner, which means her Content Knowledge includes not only the form of language but also its function and usage (Suharyadi et al., 2021).

Excerpt 2

With an attractive design in Canva, students are also more motivated to learn and practice the phrases of how to congratulate and compliment others.

The teacher highlights the importance of practicing the use of expressions in the context of learning English. This reflects CK's understanding that language skills are not enough to understand theory, but also to practice in real or simulated situations (Mishra & Koehler, 2006). Despite mentioning Canva as a medium, the teacher's main focus is on improving students' understanding and practice of the English content. This shows that the teacher understands the content of the material being taught and how it can be

effectively delivered to students, thus falling under the category of content knowledge in the TPACK framework (Santos & Castro, 2021).

#### 4.1.2. Pedagogical knowledge (PK)

##### Excerpt 1

Canva-based media tends to be more effective than conventional media such as whiteboards or textbooks.

The teacher's statement shows that the teacher has pedagogical knowledge because she assesses and compares the effectiveness of learning media in the context of teaching activities. Her main focus is not on the technical aspects of using Canva, but on how it can increase student engagement and understanding compared to conventional media. This reflects the teacher's understanding of more effective learning strategies, which is the core of pedagogical knowledge in the TPACK framework (Mishra & Koehler, 2006).

##### Excerpt 2

Students seem more interested and engaged when the teaching learning is supported by media from Canva. They are more responsive to interesting visuals and are usually enthusiastic when asked to create projects or assignments using Canva.

The data above falls under the category of Pedagogical Knowledge (PK) as it focuses on teachers' observations of students' responses and engagement in the learning process (Mishra & Koehler, 2006). Teachers assess how visual media from Canva affects students' motivation and participation, which is part of the learning strategies and approaches. This assessment shows teachers' understanding of how to select and use methods or media that can improve teaching effectiveness, in accordance with the pedagogical aspects in the TPACK framework (Ait-Ali et al., 2023).

#### 4.1.3. Technological knowledge (TK)

##### Excerpt 1

Canva provides a variety of educational templates that can be used immediately or modified as needed. Compared to PowerPoint or other graphic design applications, Canva is more intuitive and can be accessed online without having to download additional software.

The teacher's statement above falls into the category of Technological Knowledge (TK) (Mishra & Koehler, 2006) as it describes the teacher's understanding of the features, ease of access and technical advantages of the Canva platform as a learning tool. Teachers demonstrate knowledge of how this technology works, its practicality compared to other

tools, and how it can be used in an educational context. This reflects mastery of the technical aspects of digital media, which is at the core of technological knowledge in the TPACK framework (Tseng et al., 2022).

Excerpt 2

The level of interactivity of media created with Canva is quite good, especially if teachers utilize features such as animations, hyperlinks, and other interactive elements.

The teacher's statement is included in Technological Knowledge (TK) (Mishra & Koehler, 2006), because it highlights the teacher's understanding of Canva's technical features that can improve the interactivity of learning media. Teachers demonstrate knowledge of how technology works and its potential in presenting materials in a more dynamic and engaging way. The focus on technical capabilities such as animation and hyperlinks show that teachers understand how to use technology effectively, which becomes the main point of technological knowledge in the TPACK framework.

Beyond the main findings related to the application of the TPACK framework in using Canva media, the interview results from the English teacher also revealed that the teacher experienced several obstacles while utilizing Canva as a supporting media in the teaching learning process. Although Canva is considered effective in increasing student engagement and motivation, teachers still face various technical and non-technical challenges that affect the effectiveness of using Canva in the classroom. These findings are also considered important to optimize technology integration in daily teaching practices. Here's the challenges faced by the teacher in integrating Canva media.

Some of the challenges I faced included limited stable internet access, especially for students in certain areas. In addition, it takes additional time to design attractive media in Canva. Not all students also have devices that support media display well, for example when it comes to opening interactive presentation files from Canva.

The teacher's statement reflects some real obstacles in the use of technology, especially Canva, in the *pesantren*-based school. First, unstable internet access is a major obstacle, considering that many *pesantren* forbid the students to utilize such technology, specifically mobile phones. This makes it difficult for both teachers and students to access and run online-based learning media such as Canva. Secondly, limited time to design attractive media indicates that teachers need additional workload to customize the display of materials to the needs of students, which is not always easy to do in the busy schedule of *pesantren*. Third, distribution of digital devices among students is another challenge, because not all students have devices or laptops that are able to open interactive files optimally. In the context of a *pesantren* environment that tends to be traditional and has

limited technological facilities, these constraints indicate the need for adaptive strategies so that the utilization of technology such as Canva can be effective and equitable.

#### 4.2. How does the use of canva talk up media affect EFL students' engagement in pesantren-based school?

This part answers the second research question, which aims to determine the impact of using Canva Talk Up media on student engagement in English learning in *pesantren*-based schools. To answer this question, the researcher had conducted interviews with four students who had participated in learning with the media. The following are the findings based on student answers collected during the research process.

##### 4.2.1. Enhancing effective engagement

###### Excerpt 1

Student A's overall answer: I think the videos and quizzes created through Canva are very interesting and not boring. The design is good and colorful, and the most important thing is understandable.

This student A's statement shows that the visual and interactive elements provided in Canva media play an important role in attracting students' attention. Visual appeal such as colorful and attractive designs provide an initial stimulus that encourages interest in learning. In the context of *pesantren*-based schools that usually use conventional methods such as teacher-centered or the use of textbooks (Mustakim, 2021), the presence of this fun media provides a new and refreshing atmosphere (Amri, 2023). The feeling of not getting bored felt by students is an indication that the media has been able to maintain their attention throughout the teaching learning process. This is closely related to affective involvement, namely the extent to which students feel happy and emotionally connected to the material and learning activities. Canva Talk Up, in this case, has created a more enjoyable learning environment that encourages students to be more active and motivated.

###### Excerpt 2

Student B's overall answer: Canva is a creative learning medium because there are pictures, sounds, and example sentences. It is easier for me to understand how to say congratulations and give compliments in English.

This data emphasizes that Canva media provides multimodal representation such as visual, audio, and text that makes it easier for students to understand the material contextually (Sari et al., 2023). The use of example sentences and illustrations supports concrete learning, where students do not only receive abstract explanations, but can see directly how expressions are used in real situations. This strengthens students' cognitive involvement, namely involvement related to the process of thinking and understanding the material. In language learning, especially for the context of social expressions such as

congratulating and complimenting, context greatly determines the understanding of meaning. Therefore, the presence of visual and sound elements greatly helps students to imagine and practice language authentically (Dmitrenko et al., 2024). This also improves the quality of learning that is not just memorizing, but also understanding the function of language in communication (Fowler, 2022).

Excerpt 3

Student C's overall answer: I am more enthusiastic about learning. Because media like this doesn't make me bored quickly, and I feel like I understand faster.

The increase of learning motivation as conveyed by students reflects an increase in engagement in motivational and cognitive aspects. The enthusiasm for learning that arises is a form of students' emotional involvement in learning media. In a *pesantren*-based school, where the student activities are quite busy (Dianita & Magfiroh, 2023), the presence of media that can arouse enthusiasm and is not boring is an important aspect in maintaining student focus and participation. In addition, the feeling that students understand the material faster also shows that Canva as a learning media is able to convey content more effectively (Friska & Pramuniati, 2023). This is because the Canva media is communicative and not monotonous like textbooks, so that the information processing process by students runs more efficiently.

#### 4.2.2. Boosted self-confidence

Excerpt 4

Student D's overall answer: I feel more enthusiastic and not afraid of making mistakes. Media like this makes me more confident to try.

This statement indicates that the use of Canva not only has an impact on a student's understanding, but also on the student's psychological aspect, especially self-confidence. Student engagement in learning is not only limited to understanding the material, but also the courage to try, experiment, and express themselves (Zen & Ariani, 2022). This kind of interactive media, such as videos and quizzes in Canva do not immediately embarrass students when they make mistakes, and provide a safe space for them to learn without pressure. This is especially important in the context of foreign language learning, where fear of making mistakes is often a major obstacle (Amoah & Yeboah, 2021). With the increase of self-confidence, students are more likely to actively engage in language practices, such as speaking and discussing (Cadiz-Gabejan, 2021).

The findings of this study highlight that the use of Canva Talk Up media significantly increases student engagement in English learning, specifically in *pesantren*-based schools. The results of this study are in line with various previous studies that emphasize Canva's superiority in creating creative, interactive, and enjoyable learning. Fitria (2022) has shown that Canva is effective in developing student creativity. This study also proves that Canva is able to develop student creativity and engagement in

*pesantren*-based schools that have traditional learning characteristics. These findings are also in line with Sari et al. (2023) and Risnawaty et al. (2025), which highlight Canva's flexibility and effectiveness in supporting innovative English learning processes. In this context, students in the study showed high enthusiasm, did not get bored easily, and were more confident in expressing themselves, indicating the success of the media in bridging affective and cognitive involvement.

However, a difference emerged when the results of this study were compared with the study by Ilham et al. (2022) which stated that understanding of the material was increased through the support from teachers in using Canva. This study emphasizes the importance of teacher readiness from the Technological Pedagogical and Content Knowledge (TPACK), because teachers in the context of *pesantren*-based schools are often not familiar with digital media such as Canva. This also strengthens the findings of Meisyi et al. (2023) and Astuti et al. (2024) which emphasize that the success of Canva media is highly dependent on capability and guidance from teachers. Meanwhile, this study adds a new perspective on contextual challenges such as limited internet access and limited technological devices that are common in *pesantren*, which have not been widely discussed in previous studies.

The strength of this study lies in the unique context of *Pesantren*-based school that has not been widely explored in technology-based learning studies. This study provides evidence that with content adjustments, appropriate pedagogical strategies, and mastery of technology from teachers, Canva media can be implemented effectively even with limited infrastructure. The weakness of this study is the limited number of participants which may not represent the entire diversity of characteristics of *pesantren*-based school students in general. In addition, the short observation time is also a limitation in capturing the long-term dynamics of student engagement because of limited access of the researcher to *pesantren* since *pesantren* has a lot of activities.

Practically, the results of this study provide implications that technology-based learning training for teachers in *pesantren*-based schools needs to be improved, especially in terms of designing interactive and contextual media. *Pesantren* also needs to facilitate access to digital infrastructure, so that media such as Canva can be used optimally which may be used only in teaching learning process. The integration of technology such as Canva in English learning has been proven to overcome boredom, improve understanding, and build student confidence, even in learning environments that have limited technology and conventional approaches.

## 5. Conclusion

This study concludes that the integration of Canva Talk Up media, when implemented through the Technological Pedagogical Content Knowledge (TPACK) framework, effectively enhances student engagement in English language learning within a *pesantren* (Islamic boarding school) environment. The findings demonstrate that educators can successfully synthesize subject matter knowledge (Content Knowledge),

pedagogical strategies (Pedagogical Knowledge), and technological tools (Technological Knowledge) to design interactive, engaging, and contextually relevant learning experiences. This substantiates previous research affirming the efficacy of Canva in fostering student creativity, comprehension, and motivation. Nevertheless, the study identifies salient contextual constraints inherent to the *pesantren* setting. These include limited internet connectivity, a scarcity of digital devices, and significant time constraints on educators due to high workloads, which collectively impede the sustained and equitable implementation of technology-mediated pedagogy. The implications of these findings underscore two critical priorities. First, the necessity for sustained, practical professional development to equip teachers with the skills to integrate digital tools pedagogically. Second, institutional investment in technological infrastructure is imperative to ensure equitable access to technology-enhanced learning. Methodological limitations of this study, including its small sample size and short observation period, constrain the generalizability of the findings. Future research should employ longitudinal designs with larger, more diverse samples to investigate the long-term efficacy and broader applicability of Canva and similar digital media within *pesantren*-based educational systems.

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