

## The Utilization of Canva AI to Create In-Depth Interactive Assessments in Grade 7 Science Learning at SMPN 3 Kertosono

Fintari Luckyana Sesanti<sup>a\*</sup>, Tabitha Sri Hartati Wulandari<sup>b</sup>

<sup>a,b</sup>*Universitas PGRI Ronggolawe, Jl. Manunggal 61, Tuban, Indonesia*

e-mail address: tatariri89@gmail.com<sup>1</sup>

---

### Abstract

This study aims to analyze the assessment process that involves two-way interactions between students and the use of interactive Canva AI to measure their understanding. The research involved 28 junior high school students who participated in interactive assessments. A qualitative descriptive method was employed, using a single class as the sample. Data were collected through an interactive assessment questionnaire. The data analysis technique consisted of qualitative procedures, including data collection, data reduction, data display, and conclusion drawing. The findings reveal that students demonstrate better comprehension of the material and the intent of the questions when the assessment includes images or animations relevant to the items. Students with lower reading fluency also found it easier to understand questions when visual supports were provided. Thus, the integration of AI—particularly Canva AI—in designing interactive assessments is highly beneficial for both teachers and students. Challenges encountered include students' limited internet data packages and mobile devices with insufficient RAM to complete interactive assessments in the Canva AI application. This study recommends teacher training in developing assessments using Canva AI to support students' comprehension of assessment items. The study also encourages teachers to explore additional AI models to broaden digital literacy among both teachers and students.

**Keywords:** Qualitative Descriptive, Canva AI, Interactive Assessment

---

### 1. INTRODUCTION

The rapid advancement of digital technology has significantly impacted various sectors, including education, which now demands digital transformation to support the development of in-depth interactive assessments in science learning. In modern education, the integration of artificial intelligence (AI) in instructional and assessment practices has brought substantial changes. AI enables the creation of interactive and engaging learning content such as game-based learning, virtual learning experiences, and simulations, making the learning process more appealing for students. Consequently, students can learn at a pace and style suited to their individual abilities, thereby enhancing comprehension and academic performance (Oktavianus, 2023). The use of technology in education not only improves learning effectiveness but also serves as a means of preparing competent human resources capable of meeting future challenges (Hadana, 2023).

AI further supports the implementation of more accurate and objective measurements of student performance. Through intelligent algorithms, AI-based assessment systems can analyze data rapidly and provide relevant feedback to help students improve. AI can also detect patterns in student behavior and performance, enabling educators to provide timely interventions that enhance learning quality (Jamulia, 2018). Artificial intelligence continues to develop rapidly, particularly with the emergence of generative AI technologies such as ChatGPT, Gemini, iCloud, and Canva AI. AI is capable of processing information efficiently

and generating new, relevant, and contextual content for educational purposes. According to Siswanto (2024), AI integration in education is increasingly recognized, especially in relation to how preservice teachers can utilize AI to design more effective instruction, streamline the learning process, and ensure more accurate evaluation.

In the context of assessment, the Regulation of the Minister of Education, Culture, Research, and Technology No. 21 of 2022 categorizes learning assessments into two types: formative assessments and summative assessments (Mujiburrahman et al., 2023 in Hanis, 2024). Formative assessment is conducted throughout the learning process to determine students' understanding of specific competencies (Izzulhaq et al., 2024). Summative assessment, on the other hand, is carried out after one or more learning domains have been taught and is typically administered at the end of an academic year or educational level (Nur Budiono & Hatip, 2023). Interactive assessment involves two-way interaction between learners and instructional content or instructors to measure understanding. It incorporates interactive elements such as games, animations, and varied item formats to increase engagement and motivation.

In recent years, the integration of AI in education has become a global trend. AI can improve learning processes by providing more personalized instruction, more accurate feedback, and enhanced learning efficiency (Perdana, 2023). Canva, launched in 2013, introduced an innovative graphic design platform (Canva, 2013) that can be used to create various instructional media. The combination of AI and Canva offers an effective innovation for improving learning quality. In October 2024, Canva released its new Canva AI feature, integrating graphics design capabilities with AI-assisted interactive assessment creation. This enables teachers to design content and generate assessment items within the same platform.

Previous studies have examined the role of teachers in integrating Canva AI in classroom instruction and assessment. Given the vast potential of AI, educators must understand how to utilize these technologies effectively to improve learning and assessment quality. With the wise integration of AI, teachers can create more inclusive, adaptive, and efficient learning environments. Therefore, this article systematically explains how Canva AI is utilized in the development of in-depth interactive assessments.

## **2. METHOD**

This study employed a qualitative descriptive research design, which focuses on documenting and analyzing factual conditions as they naturally occur. According to Sukmadinata (2017), qualitative research aims to analyze and describe real events or activities experienced by individuals or social groups. The research population consisted of one class of Grade 7 students at SMPN 3 Kertosono who measured their understanding of science content using interactive assessments created through Canva AI. The sample, comprising 28 students, was selected through random sampling. Data were collected through online questionnaires created using Canva AI and completed by students, supplemented by in-depth interviews with selected participants to obtain detailed insights. Students' perceptions were evaluated across

three aspects: teaching and learning processes, students' reading abilities, and supporting facilities, all measured using a Likert scale. The qualitative data analysis included data collection, data reduction, data display, and conclusion drawing. Perception levels were categorized using the following criteria: negative if the average percentage per component was  $\leq 40\%$ , and positive if  $> 40\%$  (Marhayani, 2021).

This study aimed to examine the utilization of Canva AI in developing in-depth interactive assessments in Grade 7 science learning. The research procedures included analyzing, describing, documenting, and interpreting real conditions in the implementation of Canva AI. Literature sources included journal articles, books, and scientific writings indexed in SINTA and other academic databases. The research stages consisted of collecting sources, selecting relevant materials, analyzing content, and drawing conclusions to produce a comprehensive article on the application of AI in assessment development in the digital era.

### 3. RESULTS AND DISCUSSION

Data obtained from students' responses indicated that Canva AI contributed to the creation of engaging assessments enhanced with images, animations, and audio. Responses from 28 students were categorized according to perceived ease of use and perceived usefulness. Although two students exhibited limited reading fluency, they still achieved satisfactory results due to the availability of visual aids. The remaining 26 students performed exceptionally well.

**Table 1. Categorization of Ease of Use of Canva AI**

No	Category	Average Result	Percentage
1	Strongly disagree	0	0%
2	Doubtful	0	0%
3	Agree	4	14.29%
4	Strongly agree	24	85.71%

More than half—specifically 85.71%—strongly agreed that Canva AI was easy, enjoyable, and understandable. The remaining 14.29% encountered difficulties due to unstable internet access and insufficient device capacity.

**Table 2. Categorization of Assessment Material Comprehension**

No	Category	Result	Percentage
1	Fluent readers	26 students answered 9 out of 10 items correctly	92.8%
2	Less fluent readers	2 students answered 4 out of 10 items correctly	7.2%

These findings indicate that students understand the material more effectively through interactive assessments, especially when visual elements are provided.

Overall student perceptions of Canva AI generated a mean percentage of 89.26%, categorized as positive. Students expressed that Canva AI assessments were more enjoyable, engaging, and easier to understand compared to traditional formats.

Selected student statements include:

- *“The teacher explained the instructions very clearly. When I tried it, it was easy to use, enjoyable, and offered a new experience.”* (Respondent 5)
- *“Using Canva AI is something new for me, and it was not boring. I gained a new experience and did not feel monotony as I do with paper-based tests.”* (Respondent 17)
- *“I encountered some difficulties because my phone did not support the app well and the network was slow, causing the screen to freeze.”* (Respondent 21)

Despite these challenges, students generally found Canva AI engaging and stimulating. Issues primarily involved limited mobile data, restricted Wi-Fi access at school, and devices with insufficient RAM to support the application.

#### 4. CONCLUSION

Students’ perceptions of online assessments in Grade 7 science were examined through their reading ability, comprehension, and response accuracy. The findings revealed an ease-of-use perception score of 89.26%, indicating a positive response to the use of Canva AI as an assessment development tool. Thus, Canva AI effectively supports the creation of interactive assessments that enhance student engagement and comprehension.

#### 5. ACKNOWLEDGEMENTS

I express my deepest gratitude to God Almighty for His blessings that enabled me to complete this article. My sincere appreciation goes to my beloved parents for their unwavering support and encouragement throughout the writing and research process. I also extend my gratitude to

my supervisor and collaborator, Mrs. Tabitha Sri Hartati Wulandari, my cohort peers for their moral support, and the participants who assisted in data collection.

## REFERENCES

- Adi, A.B. Prabowo Kusumo, dkk. 2023. The Utilization of AI (Artificial Intelligence) for Teachers to Support Teacher Performance in Learning Activities at LP Ma'arif NU Jepara. *Jurnal Pelatihan Pendidikan*. Vol 2. No 2 : 63-70
- Hadana, H. S., Utomo, A. P. Y., Sa'adah, N., & Ardyasti, T. (2023). Implementation of Canva Media in Indonesian Language Learning for Negotiation Text in Class X at SMA Negeri 11 Semarang. *Jurnal Pendidikan dan Ilmu Sosial (JUPENDIS)*, 1(1), 126-142.
- Jamulia, Jumahir. 2018. "Identifying Students Learning Style Preferences At Iain Ternate." *International Journal of Education*. Vol 10. No 2 : 121–29.
- Marhayani, Dina Anika. 2021. STKIP Singkawang Students' Perception of the Use of Zoom Meeting-Based E-Learning. *Jurnal Inovasi Penelitian*. Vol. 1. No. 8 : 1637-1646.
- Oktavianus, Arnolus Juantri E, Lamhot Naibaho, dan Djoys Anneke Rantung. 2023. The Utilization of Artificial Intelligence in Learning and Assessment in the Era of Digitalization. *Jurnal Kridatama Sains dan Teknologi*. Vol 05 No 2 : 473 – 486.
- Siswanto, Romi, dkk. 2024. The Utilization of Artificial Intelligence in Instructional Planning, Implementation, and Evaluation by Preservice Teacher Students of Universitas Terbuka. *Jurnal Administrasi Pendidikan Islam*. Vol 06, No 02 : 143-158.
- Sukmadinata, N. S. (2017). *Educational Research Methods* (cet. 12). Bandung: Remaja Rosdakarya. ISBN 979-692-486-2.