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BEYOND THE SCREEN: HIGH SCHOOL STUDENTS' PERCEPTIONS OF CANVA AI-POWERED LEARNING MEDIA IN HISTORY EDUCATION

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ABSTRACT

The advancement of artificial intelligence (AI) in education has created new opportunities for designing and delivering learning materials, particularly in history that a subject traditionally dominated by text and chronological narratives. This study aims to explore secondary school students' perceptions regarding the use of Canva AI-based learning media in history lessons, specifically focusing on the local history topic of the Banjar Ba'i III Rebellion. Employing a qualitative descriptive approach, the study involved 14 students selected through purposive sampling. Data were collected via semi-structured interviews following a lesson that utilized Canva AI media, which incorporated visual content, infographics, and interactive practice exercises. The findings indicate that students perceived Canva AI as user-friendly, visually engaging, and beneficial for comprehending historical material through visualization and information summarization. The quiz feature, offering immediate feedback, was the most appreciated element, as it enabled students to independently assess their understanding. However, students also identified several limitations, including reliance on internet connectivity, text size issues, potential inaccuracies in historical information, and the risk of over-reliance on AI-generated answers. The study's main conclusion is that high school students perceive Canva AI as usable, visually engaging, and pedagogically helpful for history learning, particularly through its quiz feedback and multimodal presentation, while also recognizing limitations related to connectivity, readability, content accuracy, and AI dependency. Broader pedagogical implications suggest that AI-assisted history education requires teachers to act as facilitators, validators, and guides for critical thinking, and that media development should prioritize collaboration, personalization, source verification, and accessibility.

Keywords: *Canva AI, history learning, student perceptions, secondary school, Technology Acceptance Model.*

INTRODUCTION

The development of artificial intelligence (AI) in education has influenced the way learning materials are designed, presented, and experienced by students. The process of how students design, see, and experience lessons has been influenced by the advancement of artificial intelligence (AI) in education (Hamid & Ahmad, 2026; Singh & Singh, 2026). This development is relevant for history learning because material is often delivered through text, chronological narratives, images, documents, and various interpretations, which require students to connect information based on time and context (Berg, 2021; Huijgen et al., 2018). Digital learning offers an alternative through visual representations,

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interactive activities, and the presentation of information in a learning environment. Canva is one such platform that can meet these needs because it allows users to blend text, images, graphics, presentations, and interactive components in a single medium (Catubig et al., 2024; Huda et al., 2025). Additionally, its AI-based features allow users to generate and customize further learning content. This development makes the student experience critical to understanding the use of Canva AI-based media in history learning.

History learning requires students to understand the sequence of events, the relationships between characters, the social context, and the evidence underlying the information. If students do not have adequate visual aid, the presentation of material dominated by text stories can make the relationships between information difficult to understand (Rabaglia & Schneider, 2016; Skau et al., 2026). Through illustrations, display structures, exercises, and more organized activities, visual and interactive media can help students navigate information. When Canva is used in history learning, research shows that Canva-based infographics can help students think chronologically. On the other hand, Canva-assisted interactive media is associated with increased students' understanding of concepts and increased engagement in lessons (Sunarso & Herdianto, 2024). The results show that the way the media is presented is one of the important factors in shaping students' experiences with historical materials (Adi et al., 2025). Students' media perception then becomes the focus of attention.

Student perception is crucial because students interact directly with the media during the learning process and see the benefits and drawbacks of the media. Student responses can indicate whether the media is accessible, visually appealing, clear, interactive, and useful for practice, as well as whether it can help them understand information better (Farkish et al., 2023; Sz\Huts et al., 2025). Perceptions of the use of AI in education also relate to how students understand the function of AI as a source of information, a learning companion, or an aid in completing tasks (Slimi et al., 2025). Studies on generative artificial intelligence show that students can see technology as a tool for gaining knowledge and help, but it also has the risk of dependency and misuse (McDonald et al., 2025). The diversity of experiences suggests that perceptions of AI media should be understood as experiences that encompass various aspects rather than simply accepting or rejecting AI.

In history learning, this dimension is increasingly important because the ease of obtaining information must be combined with the ability of students to examine and question the information they have obtained. Students should pay attention to the accuracy of facts, sources of information, and possible answers that do not match historical evidence. However, AI-assisted content can speed up the presentation of material and enrich its visual aspects (Song & Rabu, 2026). So this study has different contexts, but the results suggest that beneficial experiences with AI should be considered along with the conditions that shape them, especially when technology is used to convey knowledge that requires precision.

The use of local history materials, which was part of the learning in this study, raises additional questions. Students see that material on the Sonba'i III Rebellion has a

connection to the history of Kupang City and its local identity, so the presentation of digital materials can increase local curiosity and pride (Li & Xue, 2023). Some of the results of the study suggest that local contexts can increase students' proximity to the material (Hayati et al., 2020; Midtsundstad & Langfeldt, 2020). On the other hand, due to information differences, it is important to pay attention to the accuracy and verification of sources in AI-based media.

Previous studies have shown the benefits of Canva in supporting learning. Moro Ramos (2024) shows that Canva is an effective method of language learning because it can increase retention, collaboration, motivation, and meaningful learning (Ramos, 2024). Furthermore, Ngoc and Nguyen (2025) used the Technology Acceptance Model (TAM) in Vietnamese students. They show that the perception of usability and ease of use predicts satisfaction and sustainability, although technical constraints such as free versions and complex interfaces continue to be an issue (Ngoc & Nguyen, 2025). Then Miguel-Revilla et al. (2020) show in history education that utilizing a digital learning environment with digitized resources improves students' understanding and engagement in history. However, their interventions did not include generative AI (Miguel-Revilla et al., 2021). Meanwhile, Suresh Babu et al. (2025) discussed the potential of ChatGPT, Canva, and InShot to enhance collaborative intelligence and personalization, while emphasizing teacher training, ethical, and privacy issues (Babu et al., 2025).

However, there are systemic differences across these studies in terms of population, technique, and focus. Moro Ramos (2024) looked at Canva in terms of language learning rather than history. TAM was applied to Canva in higher education, not secondary schools, by Ngoc and Nguyen (2025). A digital history environment devoid of generative AI was examined by Miguel-Revilla et al. (2021). In their study of Canva-assisted education, Sunarso and Herdianto (2024) employed static Canva features rather than Canva AI (Sunarso & Herdianto, 2024). In their study of AI-animated historical photos, Lee et al. (2026) concentrated on emotional resonance rather than students' approval of an AI-supported learning platform. Without using empirical data from high school history classes, Babu et al. (2025) analysed generative AI techniques conceptually. Overall, these studies leave a gap due to the absence of empirical research systematically examining high school students' perceptions of Canva's AI features when studying local history, or how such perceptions can be interpreted through the Technology Acceptance Model (TAM) within the context of high school history education.

This study examines how high school students perceive Canva AI using TAM as a sensitising lens. While perceived usefulness includes comprehension of historical information, visual engagement, quiz feedback, and local identity, perceived ease of use addresses technological and cognitive accessibility (navigation, readability, internet dependence, prompt construction). These perceptions are influenced by external factors such as infrastructure, teacher facilitation, visual design, interaction, and information accuracy. In a field that requires factual accuracy, source verification, and critical thinking, this fills the gap by looking at perceived utility and meaningfulness rather than just availability. Three things make it novel: it focuses on local history (Sonba'i III

Rebellion), expands TAM to high school history by connecting acceptance with historical knowledge (source verification, AI reliance), and empirically examines Canva AI (not static Canva) in secondary history. Specifically, it explores (a) ease of use/accessibility; (b) visual design/engagement; (c) comprehension/chronology; (d) interactivity/feedback; (e) accuracy/verification; (f) critical use/dependency; (g) reuse intention/improvements.

This study looks at how students view visual, interactive, informational, and artificial intelligence-based features, as well as the advantages and disadvantages of accessibility, engagement, feedback, historical data accuracy, and critical use of artificial intelligence. By combining student perspectives, historical learning characteristics, and AI-based media use, this research makes an empirical contribution to the understanding of the conditions that shape Canva AI-assisted learning experiences as well as a pedagogical contribution to the development of historical media that combines visualization and interactivity with readability, feedback quality, source verification, and space for self-inquiry.

RESEARCH METHOD

To explore students' subjective experiences after interaction with Canva AI, a design that can understand the reasons behind their actions, responses, and decisions is needed. This study uses a descriptive qualitative design chosen to identify a variety of perceptions that cannot be measured through quantitative instruments (Villamin et al., 2025). Data is collected through semi-structured interviews, which allow students to articulate their experiences in their own language (Kallio et al., 2016). The focus of the interview includes ease, visuals, material comprehension, interactivity, feedback, and critical attitudes towards information from artificial intelligence. This framework places students' direct experience as the main unit of analysis, so exploring the context of implementation is an important step.

Data collection took place from 1–25 August 2026 at SMAN 3 Kupang. The school follows the national curriculum, serves students from diverse socio-economic backgrounds, and teaches history as a compulsory subject in the social sciences stream. It was selected because it has access to digital devices and internet infrastructure, and its history teachers were willing to integrate Canva AI into a local history lesson. This study used a descriptive qualitative design chosen to identify a variety of perceptions that could not be measured through quantitative instruments. This location was chosen because it allows for historical learning by combining Canva AI media and is easily accessible to researchers (Suiçmez et al., 2025). During this period, activities included conducting media-assisted learning and conducting follow-up interviews. This short period allowed researchers to maintain treatment consistency and reduce external variables. The criteria for participants in the study were based on the context of time and place.

Participants totaled 14 students with a gender distribution showing 8 male students and 6 female students, with an age range of 15 to 17 years. The purposive sampling method was used to select participants, who must meet two requirements: follow the entire Canva AI learning course and be willing to be interviewed voluntarily (Ahmad &

Wilkins, 2025). To answer the focus of the study, this demographic composition offers considerable variety of perspectives. Furthermore, the characteristics of the participants were considered when designing the data collection process.

The procedure begins with coordination with partner schools to ensure the suitability of the schedule and learning materials. Two researchers individually coded the transcripts, compared emerging codes, and discussed disagreements until a consensus was obtained as part of inter-researcher checking. In order to find consistent trends and divergent situations, source triangulation was carried out by comparing interview data with field notes, student work artefacts, and the data from the nine students in the first interview round and five students in the second round. Students participated in a local history learning session using Canva AI media, consisting of visual materials, infographics, and interactive question exercises, used by students to participate in local history learning sessions. Researchers conducted individual semi-structured interviews with students after the session ended to find out their experiences. Because the empirical data collected was limited to subjective post-treatment perceptions, no pre-tests or post-tests were used in this study (Ibarra-Sáiz et al., 2023). Once these procedures are in place, legitimate instruments are needed to accurately capture the data.

The main instrument is a semi-structured interview guide developed from the study of digital media and AI in historical pedagogy. Two experts in educational technology and one in history education used expert judgement to validate the interview guide. They evaluated each question's relevancy, clarity, and compatibility with the study's goals. The questions' comprehensibility and flow were then assessed in a pilot test with three students who were not part of the main study. Following this, a few small wording changes were made. Initial experience, ease of access, design impact, material understanding, response to quizzes, and assessment of AI content accuracy are the substance of the questions. During the semi-structured interviews, students were also asked to complete a brief written response sheet as part of the interview protocol. This written component captured students' immediate reactions and evaluations, which were then elaborated verbally during the interview. Data from the written response sheets are coded as P1-P9, while data from the verbal interview segments are coded as S1-S5. Data analysis uses an interactive model created by Miles, Huberman, and Saldaña, which includes condensation, presentation, withdrawal, and verification of conclusions (Miles et al., 2014). Condensation is performed by reading transcripts repeatedly, providing codes, and dividing units of information into thematic categories. To compare statements between participants and data sources, data presentations are structured in thematic matrices. Inter-researcher discussions, transcript review, and source triangulation compare data from nine and five students. This process ensures that the resulting theme is based on the participants' statements rather than the researcher's own construction.

RESULTS AND DISCUSSION

Students' General Perceptions of Using Canva AI

All findings described in this section are based on students' perceptions and self-

reports. Given the absence of tests or outcome measurements such as pre-tests or post-tests statements referring to "better understanding," "helping to understand," or "improving understanding" denote perceived understanding rather than objectively measured improvements in learning outcomes. Therefore, any mention of understanding or learning improvement in this study should be interpreted as the students' subjective perceptions, as reflected in the qualitative data. The research data showed a tendency for students' positive perceptions of the use of Canva AI in history learning. Five interviewees also gave positive reviews of their learning experiences. Respondents mainly related to learning experiences that were considered non-monotonous, material density, ease of access, and visual presentation. At the same time, students' responses were not always affirmative as questions arose about internet connectivity, material limitations, font size, additional explanation needs, and possible reliance on AI. This pattern suggests that students' perceptions are shaped by a combination of practical benefits and critical evaluation of the limitations of the media.

The students' initial impressions showed that Canva AI was able to transform a history learning experience that was previously perceived as textual to a more visually organized experience. P1 said that using the app was fun because students could read the material and work on the questions directly. Meanwhile, P3 emphasized that there are two menus that differentiate between the material and the exercises. While P9 stated that the app helps with the understanding of the material given, P6 described the medium as *"very convenient"*. In interviews, this pattern was also noticeable: S1 said that it "felt more helpful" and S2 said that Canva AI *"became more practical"* because the materials and exercises could be accessed through a single device. The results showed that the students' initial experience was related to the practical function of the media. This opens up a discussion about the ease of use and usability of TAM.

In the perspective of the Technology Acceptance Model (TAM), perceived ease of use refers to the extent to which technology is perceived to not require a high level of effort to use, whereas perceived usefulness is related to the belief that technology provides benefits to the activities performed (Davis, 1989). TAM has been expanded to generative AI scenarios in recent research. According to Xiao and Amiri (2026), the acceptance and perception of generative AI in education are strongly influenced by ethical knowledge and awareness (Xiao & Amiri, 2026). Lee et al. (2026) showed that AI-animated historical photos can elicit emotional resonance in history learning, highlighting the significance of perceived historical authenticity (Lee et al., 2026). When analysing AI acceptability in secondary history education, these research show that TAM is still significant but needs to be supplemented by context-specific elements like ethical awareness and authenticity. When students rate Canva AI, they see that it is easy to use and helps them get to the material and exercises faster. The research data shows both dimensions. P5 even states that the level of difficulty does not primarily lie in the operation of the application, but in the ability to create ideas or instructions, suggesting that the cognitive load associated with use may shift from the technical aspect to the conceptual aspect.

Visualization, Engagement, and Learning Interests

The visual aspect was one of the most consistent findings in the data. Students saw how the combination of colors, layouts, images, and typography could increase students' interest in historical material that was previously perceived as text-based. P7 said that a more colorful visual appearance attracted students to read, while P8 said that visual differences allowed the delivery of history to keep up with the times. While S5 said that the combination of color and text made students less easily saturated, S4 said that "the colors, fonts are very interesting and non-formal" and feel comfortable reading the material in interviews. The results show that visual appeal is one of the main mechanisms that drive positive perception of Canva AI.

These results support Moro Ramos (2024), who reports that Canva can increase motivation and engagement through visual materials and personalization of learning (Ramos, 2024). According to the study, Canva's ability to package information in an engaging way is one of the factors that encourage meaningful learning in a foreign language. The study found that visualization in history learning increases students' interest and helps them deal with complex stories. S1 compares learning to books that "have only writing" and considers methods that use images and colors tend to make them sleepy quickly, while S2 considers that methods can increase the desire to learn. In a historical context, Canva AI's visual contribution primarily discusses how the reading experience changed from an activity that was considered monotonous to a more engaging one.

The findings are also aligned with those of Miguel-Revilla, Calle-Carracedo, and Sánchez-Agustí (2021), who found that digital learning environments in history education can increase student engagement and support historical understanding (Miguel-Revilla et al., 2021). They conducted the study using digital environments created specifically for history education and involving digital history resources. As a result, these technologies were incorporated into a disciplinary approach to history learning. A similar pattern of engagement was found, but the source differs. Miguel-Revilla et al. (2021) emphasized digitized historical resources and disciplinary approaches as drivers of engagement. On the other hand, this study discovered that Canva AI's visual design, integrated quizzes, and attractive presentation were the main sources of engagement. This convergence implies that learning about history is continually encouraged by digital surroundings. However, the disparity suggests that in secondary history, multimodal design and instant feedback which are more noticeable to high school students may replace resource digitisation as the strategy. This distinction is important because students in this study responded to how interactive and visual components were combined into a single, cohesive medium rather than just the availability of digital materials.

Understanding of History Material and Information Compression

Students also perceived Canva AI as a medium that helped simplify historical information without having to omit the subject matter. P1 said that the app helped him understand the purpose of the Dutch's arrival in Indonesia, P4 said that the media helped

him understand the history of Sobe Sonba'i III, and P7 said that visualization helped him recognize the name of the Sobe Sonba'i III heritage fortress. P8 said that the chronology of events is easier to understand when presented concisely and in stages such as a material map. S3 said that the material displayed was clear and the questions were directly related to the material, and S5 said that historical visualization made long texts easier to digest. The interview data reinforced these findings. The results showed that Canva AI was considered to support historical understanding through representational functions.

The results intersect with Miguel-Revilla et al. (2021), who show that digital environments designed for history learning can support historical understanding and student engagement (Miguel-Revilla et al., 2021). The difference lies in the media pressure points: Miguel-Revilla et al.'s research places the use of digital history sources and disciplinary approaches as important elements, while this study shows that visualization, summarizing, and chronological organization are especially helpful to students. These differences suggest that digital environments can shape understanding through a variety of mechanisms depending on the design of the media. Students see the benefits of AI in Canva especially when historical information is transformed into a more navigable format.

These findings also provide nuances to the use of the term "comprehension" in perception research. Because the study did not use pre-tests and post-tests, the available data did not allow researchers to objectively state an increase in comprehension scores. Students' statements that they "better understand", "remember better", or are able to recognize characters and fortresses should be considered perceptual rather than evidence of improved learning outcomes that have been measured experimentally. In order for the interpretation of the research not to exceed the strength of the qualitative data obtained, this distinction is necessary. With these boundaries in mind, Canva AI can be considered aiding the process of understanding the material. However, the success of learning outcomes still needs to be tested through various research designs.

Local History, Contextual Proximity, and Student Identity

The use of NTT's local history materials resulted in different findings from simply an increase in interest in the media. Because students connected the Sobe Sonba'i III material to their home region and their local identity, learning was perceived as having a personal closeness. P4 said that the presentation of local history attracted students' interest, while P8 said that the presentation of modern history made students proud of the history of their area. S1 said that they "became more aware and interested in the history that has happened in our homeland", while S2 said that they "became more aware of the history of Kupang City and proud of the struggles of our heroes like Sonbai" as they learned. The results showed that the fit between technology, content, and students' social experiences also influenced their perception of Canva AI.

This aspect enriches the results of Miguel-Revilla et al. (2021), who emphasize that learning digital history can increase engagement when students are confronted with historical activities designed according to the character of the discipline. The

geographical proximity and local identity of the material studied also influenced engagement in this study (Miguel-Revilla et al., 2021). Canva AI not only transforms the material into a new form, but also into a medium that incorporates local history into a format that is close to the student's digital culture. S8 even argues that history can be "collaborated with modern times", according to the interview data, so that media modernization is considered a recognition of the relevance of local history. The results show that the pedagogical benefits of media do not stand alone, but interact with content choices that are close to students.

Information Accuracy and Verification Needs

One of the most important findings arises in the perception of the accuracy of historical material. Because the information is considered to be in line with previous books or knowledge, some students consider the content to be in line with the facts. For example, P9 said the material was similar to a history book that had been read, while P4 attributed it to the remains of Kupang City. Respondents indicated that the content was trustworthy. Students also viewed the material as a reasonable and relevant summary, which resulted in positive assessments. However, verification issues persisted as other evidence showed that the beliefs were not entirely consistent.

P6 mentioned "differences in the pronunciation of treaty letters from the Netherlands", while in interviews S3 found differences in pronunciation between Korte Verklaring and Paravicini and considered that this needed to be explored. P5 also said that, although the content of AI is generally accurate, there is a possibility to simplify the story and make mistakes on certain details. The results show that students do not always passively accept AI output; some of them begin to compare information from the application with sources they have encountered before. This shows that verification is an important historical literacy practice when using AI-based media.

This is in line with Xiao and Amiri's (2026) emphasis on ethical considerations and trust in AI adoption, where transparency and responsible use are central to students' acceptance of generative AI in education (Xiao & Amiri, 2026). The results of this study show a more specific form in silent school students. Students' ability to verify content created or compiled with the help of AI should be an integral part of a positive understanding of Canva AI.

AI Dependency and Critical Thinking Positions

Compared to visual perception and ease of use, students' responses regarding dependence on AI are more complex. While P5 acknowledges the risk of dependence, P1 and P4 provide responses that tend to accept the use of AI as an aid. P7 says that although the use of AI sometimes makes students dependent on it, most students seek out historical sources independently. While P9 asserts that the Canva app is only a tool and does not replace self-study activities, P8 instead says that the app can help creativity in creating designs. This variation suggests that students' critical perspectives vary. Instead, they are beginning to realize the limitations of using technology.

The Desire to Reuse and the Direction of Media Development

Most of the people who participated expressed wanting to use Canva AI-based media again. P1 stated that the app was beneficial because it had exercises and materials available, P4 rated that the app helps students learn on their own, and P5 stated that they would really like to use it again. Meanwhile, P9 found learning to be more engaging and less boring. In an interview, S4 said that he "wanted to use it again because it was efficient, practical, and not sleepy." S3, on the other hand, stated that he strongly agreed to use the media again. The perception of Canva AI has changed from just a brief experience to a tendency to accept media as part of the next learning, as shown by the desire to reuse.

The findings are related to the concept of behavioral intent in TAM. Experience with convenience and advantages can influence the desire to use technology in the future (Davis, 1989). College students often use Canva as a tool for academic assignments, according to Ngoc and Nguyen (2025). The study found a similar trend in high school students, especially with regard to history learning (Ngoc & Nguyen, 2025). Nonetheless, the desire to reuse does not mean that every element of the media has been considered adequate, as students continue to propose different developments. The pattern suggests that the acceptance of technology can go hand in hand with the demand for improved quality features.

The relatively clear direction of needs is indicated by the student development proposals. S3 proposes a "discussion forum or group cooperation feature", S2 wants a "leaderboard feature," S5 proposes "a question-and-answer AI feature or interactive chatbot," and S1 proposes the dissemination of material through animated videos. The recommendation suggests that students want to move from a dominant media of presenting content to a learning environment that allows for two-way interaction, personalization, communication, and collaboration. These results are in line with Suresh Babu et al. (2025), who emphasize that interactive and collaborative learning can be supported by AI and digital technologies (Babu et al., 2025). In the case of this study, the need arises directly from the users of student media.

The Role of Teachers in the Canva AI Ecosystem

The data shows that the role of teachers is still very important for the successful use of media, although the focus of the research is how students perceive Canva AI. Rafid argues that learning outcomes are not optimal if teachers only attach AI results without providing explanations and students are only looking for instant answers. P5 also emphasizes that materials should be continuously verified with accurate history books. The results show that teachers are responsible for interpretation, not just technology operators. With clear mentoring and pedagogical goals, Canva AI is considered beneficial.

These results are consistent with Xiao and Amiri (2026), who emphasize that ethical considerations, trust, and normative influences shape students' acceptance of AI in education. This underscores the importance of teacher mediation in ensuring that AI

integration aligns with pedagogical objectives (Xiao & Amiri, 2026). In this study, students asked for discussion, additional explanation, and validation of information. This shows how important teachers are. This position suggests that the use of Canva cannot be considered a substitute for teaching. Beyond the immediate local context, these findings have broader implications for AI-assisted history education. First, historical accuracy must remain a fundamental epistemic requirement. AI-generated content should be treated as a preliminary draft rather than an authoritative source, and students should be taught to verify its claims against credible evidence. Second, critical literacy must be explicitly integrated into AI-supported learning so that students can interrogate the origins, biases, and limitations of AI-generated historical narratives. Third, teacher mediation remains essential. Teachers should serve not only as facilitators but also as validators who model source criticism, provide historical context for AI-generated outputs, and help students distinguish between claims that are merely plausible and those that are historically accurate. Overall, the integration of AI into history education requires a pedagogical framework centered on verification, critical thinking, and teacher expertise not simply the adoption of new technological tools. To ensure that the learning experience remains directional, technology helps teachers make pedagogical decisions.

Infrastructure Issues and Access Gaps

The most common negative factor is the need for an internet connection. In an interview, S2 said "I happen to have no internet quota, so it takes more effort", while P9 said that applications can run slower when the signal is poor. P7 also identified limitations in font sizes that impact reading comfort. The results show that students' experience with digital media is influenced by their design and features, as well as the material conditions that support access. This issue is particularly important because, theoretically, easy-to-use technology can result in a different experience for students in situations where student infrastructure is not comparable.

Moro Ramos (2024) supports the findings, saying that technology access and teacher training needs are issues for using Canva in learning (Ramos, 2024). Quota ownership and connection quality make access issues more concrete in this study. These results are also in line with Ngoc and Nguyen (2025), who found that user dissatisfaction can be caused by the limitations of free versions and complex interfaces (Ngoc & Nguyen, 2025). The difference lies in the context of the participants and the type of challenges that arise. High school students in this study faced internet access and readability issues as part of the hands-on learning experience. This condition suggests that the evaluation of digital media should include infrastructure and accessibility aspects in the user experience.

The findings of this study verify that Canva AI-based learning materials have pedagogical importance that can be successfully contextualised within history education in addition to their technological worth as a digital tool. Previous studies have largely focused on static Canva in language learning (Ramos, 2024), TAM application in higher education (Ngoc & Nguyen, 2025), or digital history environments without generative AI

(Miguel-Revilla et al., 2021). Few studies have directly connected Canva AI to secondary history instruction. By examining how students' perceptions on Canva AI interact with historical literacy issues such as source verification, factual accuracy, and AI dependency that are rarely covered in general technological acceptance research, this study adds novelty to the field. Therefore, utilizing Canva AI as a learning medium for local historical content such as the Sonba'i III Rebellion offers a viable approach to strengthening history education, making it contextual, meaningful, and oriented toward critical thinking (Shirley, 2025).

The research findings regarding students' perceptions of Canva AI hold broader significance for the development of history education across schools and regions in Indonesia. Teachers can enhance the curriculum by including AI-supported media that emphasizes local historical content instead of relying solely on text-driven narratives or national figures that have long dominated textbooks. By helping students comprehend how various local struggles have affected national history, this method promotes a more inclusive historical perspective that honors the achievements of local communities. AI-assisted history instruction can be implemented in schools nationwide and customized to local historical settings. Teachers can use Canva AI's analytical features to link the ideals found in local history, like the Sonba'i III Rebellion, and use visual summaries and quizzes to assist students in assessing sources and consider historical significance. This strategy helps students forge a stronger connection to the subject matter by engaging with real-life examples drawn from their familiar social and cultural environments. Consequently, history education becomes more meaningful and relevant, encouraging students to reflect on historical values in their daily lives while developing the critical literacy needed to navigate AI-generated information responsibly (Lee et al., 2026).

CONCLUSION

This study demonstrates that high school students perceive Canva AI-based learning media as usable, visually engaging, and pedagogically helpful for history learning, particularly through its quiz feedback and multimodal presentation. In addition to highlighting issues with connectivity, readability, information accuracy, and AI dependency, these perceptions also mirror the fundamental aspects of the Technology Acceptance Model. By incorporating historical literacy concerns such as source verification, factual accuracy, and critical use of AI into the examination of technology acceptance, the study expands TAM to secondary history education. The results suggest that a pedagogical framework that prioritizes accessibility, informative feedback, and source verification mechanisms in media development is necessary for AI-assisted history education. Teachers should also serve as facilitators, validators, and mentors for critical thinking. Future research should involve more schools and combine qualitative interviews with objective measures of learning outcomes to test the sustainability of Canva AI in history education.

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