

Analysis of factors affecting Canva app user satisfaction among vocational high school students in Central Praya sub-district using the integration of Webqual 4.0 and EUCS

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ABSTRACT

The use of Canva in learning activities and graphic design creation highlights the importance of evaluating quality and user satisfaction. Previous studies on Canva have used various approaches but have not simultaneously tested the WebQual 4.0 and EUCS dimensions on vocational high school students using Canva. This study offers novelty by testing three integrated WebQual 4.0 dimensions and five EUCS dimensions with User Satisfaction in the context of vocational education. The study uses a quantitative approach with a cross-sectional survey design and purposive sampling. Data were collected through Google Form questionnaires from 220 students across three vocational high schools in Praya Tengah District and analyzed using PLS-SEM with SmartPLS 4. The results show that Usability Quality ($\beta=0.230$; $t=2.940$; $p=0.003$; $f^2=0.043$), Service Interaction Quality ($\beta=0.458$; $t=5.146$; $p<0.001$; $f^2=0.236$), Content ($\beta=0.150$; $t=2.235$; $p=0.025$; $f^2=0.024$), Accuracy ($\beta=-0.174$; $t=2.087$; $p=0.037$; $f^2=0.022$), Format ($\beta=0.149$; $t=2.922$; $p=0.003$; $f^2=0.031$), and Ease of Use ($\beta=0.131$; $t=1.977$; $p=0.048$; $f^2=0.024$) all show a significant relationship with User Satisfaction. The model explains 42.7% of the variation in User Satisfaction ($R^2=0.427$). These findings provide empirical evidence on the application of integrating WebQual 4.0 and EUCS in evaluating Canva user satisfaction in the vocational high school education context.

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Introduction

Canva is a web-based application that provides various templates and features to help users create a range of visual products, such as posters, presentations, infographics, and other graphic designs. The use of Canva in education has been reviewed from various perspectives. (Susanto et al., 2025) examining the quality of Canva as a web-based platform, while (Daulay et al., 2025) analyzing the use of Canva through the Technology Acceptance Model (TAM) approach. Canva is also evaluated using the PIECES method (Mutaziyah et al., 2022)(Ridhwan et al., 2025), as well as the TAM approach to Magic Studio features (Muhammad et al., 2024). Besides that, (Asia et al., 2026) reviewing the acceptance of Canva use in the educational environment. The study shows that Canva has been examined through various approaches, but each has a different measurement focus. These differences in approach

indicate that previous research still has limitations in providing an integrated picture of system quality and Canva user satisfaction. TAM focuses on technology acceptance, SUS on usability, while PIECES on system evaluation. These approaches have not yet comprehensively tested system quality and end-user satisfaction, so a more comprehensive approach is needed.

User satisfaction becomes one of the important aspects in evaluating the success of a system when used to support user activities. One approach that can be used is End User Computing Satisfaction (EUCS) developed by (Doll et al., 2004), with five dimensions, namely Content, Accuracy, Format, Ease of Use, and Timeliness. The EUCS has been used to analyze user satisfaction in various systems, one of which is the Unmer Malang Digital Library application by (Aldiansyah & Jatmiko, 2023). Another approach, like the System Usability Scale (SUS), is also used in system evaluations, as research shows (Shafira et al., 2025). Even so, EUCS focuses on assessing end-user satisfaction through information characteristics and system usage experience, so it doesn't specifically capture the overall quality of a website, like usability, information quality as website quality, and service interaction quality. This limited focus shows the need for an approach that can complement the EUCS perspective in evaluating the quality of systems used by users.

One approach that can complement EUCS is WebQual 4.0, which is used to assess the quality of a website based on user perceptions. WebQual 4.0 includes three main dimensions: Usability Quality, Information Quality, and Service Interaction Quality (Wardhana, 2024). WebQual 4.0 focuses on users' perception of website quality, while EUCS focuses on end-user satisfaction through Content, Accuracy, Format, Ease of Use, and Timeliness. Although there is a conceptual closeness in terms of ease of use, Usability Quality in WebQual 4.0 assesses the usefulness of the website more broadly, whereas Ease of Use in EUCS evaluates the ease that users feel when using the system. This difference in focus serves as a basis to integrate WebQual 4.0 and EUCS so that system quality and user satisfaction can be analyzed more comprehensively.

The use of WebQual 4.0 and EUCS integration has been applied in several studies with different system contexts. (Febriyanti et al., 2024) analyzing the service quality of BlueBox e-commerce, (Prasetya & Efrilianda, 2023) studying the SITEDI information system, whereas sedangkan (Paguini & Sisephaputra, 2024) applying that integration to the system at Stechoq Academy. Research (Khofidhotur & Arini, 2026) and (Jonathan et al., 2026) also using a combination of WebQual 4.0 and EUCS on other service-based systems. Previous research results showed inconsistencies in the influence of WebQual 4.0 and EUCS dimensions on User Satisfaction. (Febriyanti et al., 2024)(Kusumasari et al., 2023) found that Timeliness has a significant effect, while several dimensions of WebQual 4.0 are not significant. (Prasetya & Efrilianda, 2023) shows different results, with some dimensions of WebQual 4.0 being influential while Format and Timeliness are not significant. . (Paguini & Sisephaputra, 2024), (Khofidhotur & Arini, 2026), and (Jonathan et al., 2026) also shows that there are differences in results between the dimensions tested.

In the context of Canva, previous research also shows that there are variations in measurement focus. (Helen et al., 2025) analyzing user satisfaction with Canva and Gamma among students using the SUS, while (Alexandro et al., 2025) evaluating Canva's usability using SUS and black-box testing. (Putri et al., 2025) examining students' perceptions of the effectiveness of using Canva in designing coursework assignments. (Pagau & Anandya, 2024) researching the relationship between perceived quality and value for money with loyalty in using Canva Pro, while other studies look at Canva's features and pricing. (Kusumasari et al., 2023) These studies provide information about usability, user perception, effectiveness, perceived quality, and the value of using Canva, but they have not simultaneously tested the WebQual 4.0 website quality dimensions and the EUCS dimensions as factors influencing User Satisfaction. Therefore, there is an empirical gap to examine the integration of these two approaches specifically in the use of Canva as a tool for supporting learning and creating graphic designs by vocational high school students.

Based on these theoretical and empirical gaps, this study proposes applying an integration of WebQual 4.0 and EUCS to analyze the factors that influence user satisfaction in using the Canva application. The novelty of this research is not just based on the characteristics of vocational high school students, but also on the integrated testing of three WebQual 4.0 dimensions—Usability Quality, Information Quality, and Service Interaction Quality—along with five EUCS dimensions—Content,

Accuracy, Format, Ease of Use, and Timeliness—on user satisfaction in the context of using Canva for learning activities and graphic design. This study was conducted on vocational high school students in Central Praya District who have experience using Canva. This study aims to analyze the influence of each dimension on user satisfaction and identify which dimensions have a significant impact. Theoretically, this research applies the integration of WebQual 4.0 and EUCS in the context of Canva in educational settings, while practically, the results can provide insights into understanding system quality aspects and user experiences related to student satisfaction when using Canva.

Method

This study uses a quantitative approach with a cross-sectional survey design. It was conducted in April 2026 at SMKN 1 Praya Tengah, SMKS NW Sanggeng, and SMK Al Hasanain Beraim. The unit of analysis is students as Canva app users. User satisfaction was measured by combining the WebQual 4.0 and EUCS dimensions to analyze the factors that affect Canva user satisfaction.

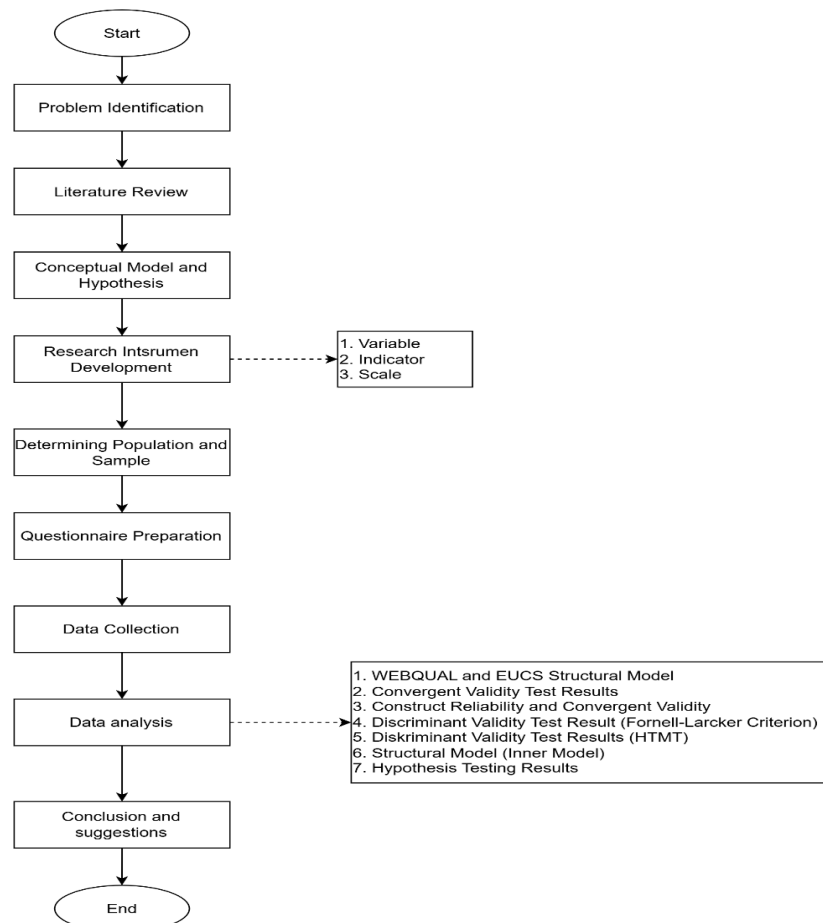


Figure 1. Research Flow

a. Identifying the Problem

The initial steps were carried out through direct observation and Q&A sessions with teachers and some vocational high school students in the Praya Tengah district to get a real sense of the core issues. Field findings confirmed that even though Canva is regularly used in learning activities, no official assessment of user comfort has ever been conducted.

b. Literature Study

The development of the theoretical foundation was carried out through a review of various relevant references, including scientific papers, periodic publications, and previous studies to strengthen the conceptual basis related to the Webqual 4.0 method, EUCS, satisfaction levels, as well as the statistical analysis procedures applied.

c. Conceptual Model and Hypothesis

The development of the theoretical framework was done by combining the Webqual 4.0 and EUCS models to examine the level of user comfort with Canva. Usability quality, information quality, and service performance represent the components of Webqual 4.0, while content, accuracy, layout, ease of operation, and timeliness are part of the EUCS variables, all positioned as driving factors of user satisfaction. (Paguini & Sisephaputra, 2024). The combination of these two approaches refers to previous research that successfully applied them in the evaluation of the Stechoq Academy site. The details of the thought process and the conceptual framework supporting this investigation are explained further in the following section.

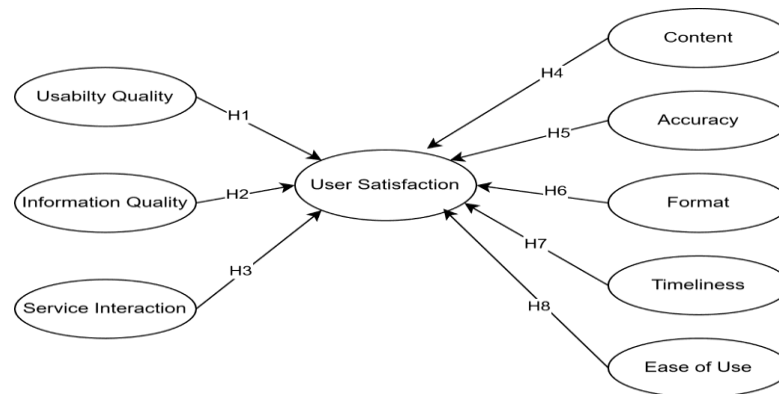


Figure 2. Research model

Referring to the theoretical framework that has been set up, this study establishes eight tentative hypotheses to test how much impact each component of Webqual 4.0 and EUCS has on Canva User Satisfaction, as fully explained in Table 1.

Table 1. Research hypothesis

Hypothesis	Description
H1	Usability quality affects user satisfaction with the Canva app.
H2	Information quality affects user satisfaction with the Canva app.
H3	Service Interaction Quality affects the satisfaction of Canva app users.
H4	Content affects user satisfaction with the Canva app.
H5	Accuracy affects how satisfied users are with the Canva app
H6	The format affects users' satisfaction with the Canva app.
H7	Timeliness affects user satisfaction with the Canva app.
H8	Ease of use affects users' satisfaction with the Canva app.

d. Preparation of Research Instruments

The data collection instrument in this study was designed based on an integration of WebQual 4.0 and End-User Computing Satisfaction (EUCS). WebQual 4.0 is used to measure service quality, including Usability Quality, Information Quality, and Service Interaction Quality, while EUCS is used to measure user satisfaction through five dimensions: Content, Accuracy, Format, Ease of Use, and Timeliness. Additionally, the instrument includes the User Satisfaction construct as an endogenous variable. Overall, the instrument consists of 30 statements, each measured using a 1–5 Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The statements in the instrument were

formulated by adapting indicators from previous studies and tailored to the context of using the Canva application by vocational high school students.

Table 2. Questionnaire

Method	Variable	Code	Questionnaire	Source
Webqual	Usability Quality	UQ1	Canva is easy to learn and use.	(Wardhana, 2024)
		UQ2	Canva has clear navigation/instructions.	
		UQ3	I can easily find the features I need on Canva.	
	Information Quality	IQ1	The templates available on Canva fit my needs.	
		IQ2	Canva provides information that is easy to understand.	
		IQ3	The templates available on Canva are easy to access and regularly updated.	
	Service Interaction Quality	SIQ1	Canva rarely has errors when I use it.	
		SIQ2	The Canva app has a high level of trust.	
		SIQ3	Using this app is pretty effective for designing.	
EUCS	Content	C1	The Canva app currently offers features that match users' needs.	(Doll et al., 2004)
		C2	The information provided on the Canva app is clear and easy to understand.	
		C3	The features available on Canva are useful for learning/design activities.	
	Accuracy	A1	The tools on Canva work accurately when used.	
		A2	The Canva app shows output that matches what's commanded	
		A3	The features in Canva work as expected.	
	Format	F1	The Canva app has an attractive system interface.	
		F2	The Canva app makes it easy for users to use the features.	
		F3	The menu layout on Canva is easy to understand.	
	Ease of Use	E1	It's very easy to use the Canva app.	
		E2	The Canva app has a system that's easy to use.	
		E3	Canva's menu and features are easy to understand.	
	Timeliness	T1	The Canva app provides timely information.	
		T2	I can finish designs efficiently using Canva.	
		T3	Quick design saving/export process.	
	User Satisfaction	US1	I will keep using Canva.	
		US2	I'm satisfied using Canva.	
		US3	Overall, I feel satisfied with Canva.	

Each indicator in the research instrument is measured using a five-point Likert scale, which is used to describe the respondents' level of agreement with each statement in the questionnaire.

Table 3. Likert Scale

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agreed
5	Strongly Agree

e. Population and Sample

The population of this study consisted of vocational high school students in Praya Tengah District from SMKN 1 Praya Tengah, SMKS NW Sanggeng, and SMK Al Hasanain Beraim. According to the student data for the 2025/2026 academic year, the number of students in each school was 1,509, 81, and 97, making a total population of 1,687 students. The study was conducted in April 2026 using purposive sampling, with inclusion criteria being students enrolled in any of the three schools, having used the Canva application, and willing to participate as respondents. The use of Canva was verified

before filling out the questionnaire, while respondents who did not meet the criteria or provided incomplete answers were not included in the analysis. A total of 220 respondents were gathered through Google Forms, consisting of 83 respondents from SMKN 1 Praya Tengah, 73 respondents from SMKS NW Sanggeng, and 64 respondents from SMK Al Hasanain Beraim. The adequacy of the sample statistics was then evaluated using the Posthoc Minimum Sample Size analysis in SmartPLS 4 with a 5% significance level and 80% statistical power (Jhantasana, 2023).

f. Questionnaire Preparation

The research instrument was developed based on a questionnaire whose indicators were adopted from various previous literature. The breakdown of variables like usability quality, information quality, and service interaction quality referred to the Webqual 4.0 method, while dimensions such as content, accuracy, format, ease of use, and timeliness were sourced from the EUCS framework to measure User Satisfaction.

g. Data Collection

The distribution of the digital instrument using Google Forms was aimed at vocational high school students in the Praya Tengah sub district who are used to using Canva, where this mechanism is carried out to collect primary information. Through stages of verification and strict screening, all incoming responses are ensured for their completeness and validity before finally being organized systematically to enter the next processing phase.

h. Data Analysis

The application of computational testing techniques via the SmartPLS program was applied to the collected dataset. Several evaluation steps were carried out in sequence, starting from testing the structural model of Webqual 4.0 and EUCS, checking convergent validity, construct reliability and convergent validity, testing discriminant validity using the Fornell-Larcker criteria, assessing discriminant validity with the heterotrait-monotrait ratio, Structural Model (Inner Model), to presenting the output of hypothesis tests.

i. Conclusion and Suggestions

This series of scientific investigations wraps up by summarizing the key findings and formulating recommendations to address all the research questions and targets that have been set. In addition, constructive input is also provided for the relevant parties so it can be used practically and also serve as a reference foundation for future research developers.

Results and Discussion

Respondent Characteristics

Table 4. Respondent Characteristics

Characteristics	Category	Number of People	Percentage
Gender	Man	85	38,64
	Woman	135	61,36
School of Origin	SMKN 1 Praya Tengah	83	37,73
	SMKS Al-Hasanain Beraim	64	29,00
	SMKS NW Sanggeng	73	33,18
	Total Respondents	220	

Referring to the demographic data summarized in Table 3, this investigation involved a total of 220 students from several vocational high schools in the Praya Tengah district area. Based on gender, the research subjects included 85 male students, representing 38.64 percent, while the female group dominated the sample with 135 female students, equivalent to 61.36 percent. Meanwhile, mapping based on the educational institution showed a distribution of 83 students from SMKN 1 Praya Tengah, accounting for 37.73 percent, 64 students from SMKS Al-Hasanain Beraim, accounting for 29.09

percent, and 73 students from SMKS NW Sanggeng, accounting for 33.18 percent, making a total of 220 respondents.

Model Structural WebQual and EUCS

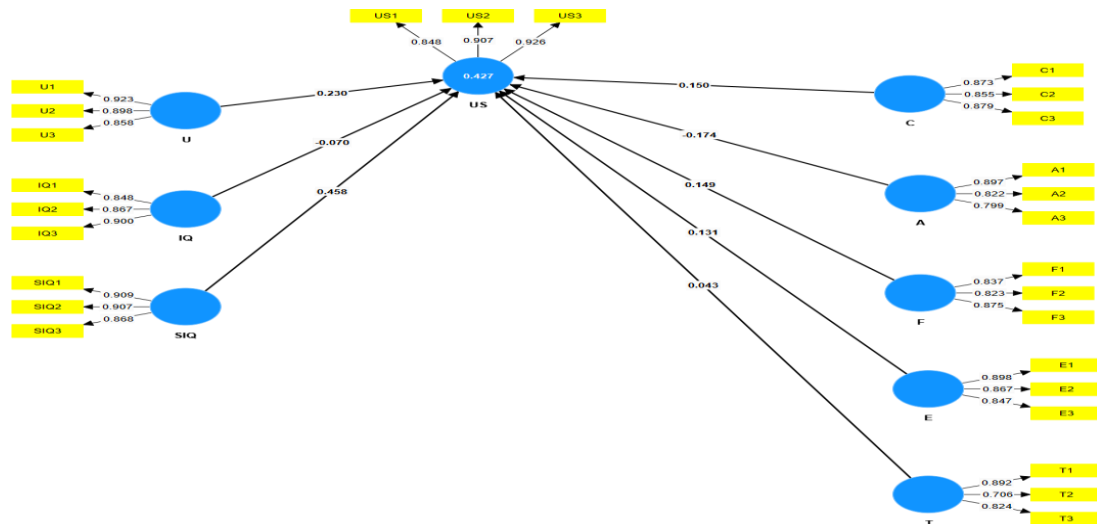


Figure 3. Outer Model Analysis Results

Based on the data processing results using SmartPLS, all research indicators proved to meet validity requirements because they recorded factor loading scores above the minimum limit of 0.70. The path coefficient test findings show that the Service Interaction Quality variable holds the highest position in influencing User Satisfaction. In addition, the obtained determination coefficient value of 0.427 indicates that variations in User Satisfaction with the Canva application can be explained by 42.7 percent by the eight variables, which include Accuracy, Content, Ease of Use, Format, Information Quality, Service Interaction Quality, Timeliness, and Usability Quality, simultaneously.

Measurement Model (Outer Model)

The convergent validity check showed that every indicator for the variables Accuracy, Content, Ease of Use, Information Quality, Service Interaction Quality, Timeliness, Usability Quality, and User Satisfaction managed to exceed the outer loading threshold of 0.70. The highest achievement was noted in indicator US3 with a score of 0.926, while the lowest score was held by T2 at 0.706. Based on these findings, all measurement instruments are considered valid, meeting the convergent validity standards, and are deemed very suitable to move on to the next testing stage.

Table 5. Results of Convergent Validity Test

Variable	Indicator	Outer Loading	Description
Accuracy (A)	A1	0.897	Valid
	A2	0.822	Valid
	A3	0.799	Valid
Content (C)	C1	0.873	Valid
	C2	0.855	Valid
	C3	0.879	Valid
Ease of Use (E)	E1	0.898	Valid
	E2	0.867	Valid
	E3	0.847	Valid
Format (F)	F1	0.837	Valid
	F2	0.823	Valid
	F3	0.875	Valid
Information Quality (IQ)	IQ1	0.848	Valid
	IQ2	0.867	Valid

Variable	Indicator	Outer Loading	Description
Service Interaction Quality (SIQ)	IQ3	0.900	Valid
	SIQ1	0.909	Valid
	SIQ2	0.907	Valid
	SIQ3	0.868	Valid
Timeliness (T)	T1	0.892	Valid
	T2	0.706	Valid
	T3	0.824	Valid
Usability Quality (U1/UQ)	U1	0.923	Valid
	U2	0.898	Valid
	U3	0.858	Valid
User Satisfaction (US)	US1	0.848	Valid
	US2	0.907	Valid
	US3	0.926	Valid

Note: The standard for convergent validity of each indicator is met when the factor loading exceeds 0.70. On the other hand, construct validity is measured using the Average Variance Extracted, which requires the value to be above the 0.50 threshold.

Construct Reliability and Convergent Validity

Convergent validity testing was done by looking at the outer loading values and the Average Variance Extracted (AVE). The test results showed that all indicators have outer loading values above 0.70, while the AVE values for each construct are above 0.50. So, all constructs meet the convergent validity criteria and can be used for further analysis.

Table 6. Results of the Reliability and Construct Validity Test

Variable	Cronbach's Alpha	Composite Reliability	AVE
A	0.801	0.878	0.706
C	0.840	0.903	0.756
E	0.842	0.904	0.759
F	0.800	0.882	0.714
IQ	0.842	0.905	0.760
SIQ	0.875	0.923	0.801
T	0.748	0.851	0.658
U	0.873	0.922	0.798
US	0.874	0.923	0.800

Referring to Table 6, each construct in this study has been proven to meet all the parameters for reliability and convergent validity testing. The Cronbach's Alpha values range from 0.748 to 0.875, while the Composite Reliability values are between 0.851 and 0.923. The AVE values for all constructs are also in the range of 0.658 to 0.801, so they meet the minimum threshold of 0.50. These results show that the research instrument has adequate internal consistency and convergent validity.

Discriminant Validity Based on the Fornell–Larcker Criterion

Table 7. Results of the discriminant validity test (Fornell–Larcker criterion)

Variable	A	C	E	F	IQ	SIQ	T	UQ	US
A	0.841								
C	0.556	0.869							
E	0.269	0.312	0.871						
F	0.286	0.299	0.303	0.845					
IQ	0.203	0.233	0.228	0.214	0.872				
SIQ	0.274	0.199	0.228	0.301	0.540	0.895			
T	0.035	0.200	0.084	0.014	0.099	0.065	0.811		
UQ	0.706	0.433	0.303	0.230	0.258	0.323	0.102	0.893	
US	0.263	0.323	0.338	0.361	0.303	0.555	0.127	0.381	0.894

Based on the data presented in Table 7, the discriminant validity test using the Fornell-Larcker criterion shows that the square root of the Average Variance Extracted for each construct successfully exceeds its correlation coefficients with other constructs in the model. These results confirm that all variables, including Accuracy, Content, Ease of Use, Format, Information Quality, Service Interaction Quality, Timeliness, Usability Quality, and User Satisfaction, have a very adequate level of discriminant validity. Therefore, each variable is proven to have clear and valid theoretical boundaries for application in the research analysis framework.

Discriminant Validity Based on HTMT Criteria

The procedure for testing discriminant validity in this study is also complemented by the heterotrait-monotrait ratio approach, a technique that is highly relied upon in variance-based structural equation modeling because of its strong ability to accurately detect differences between constructs.

Table 8. Discriminant Validity Test Results (HTMT)

Variable	A	C	E	F	IQ	SIQ	T	UQ	US
A									
C	0.673								
E	0.333	0.370							
F	0.368	0.368	0.374						
IQ	0.241	0.279	0.277	0.260					
SIQ	0.316	0.233	0.261	0.360	0.629				
T	0.087	0.247	0.109	0.069	0.170	0.090			
UQ	0.824	0.512	0.350	0.278	0.302	0.364	0.140		
US	0.294	0.369	0.389	0.429	0.353	0.635	0.147	0.434	

Based on Table 8, all Heterotrait-Monotrait Ratio (HTMT) values between constructs are below the 0.90 threshold. The highest HTMT value is between UQ and A at 0.824. Therefore, all construct pairs meet the discriminant validity criteria based on HTMT, meaning each construct can be empirically distinguished from the others.

Structural Model (Inner Model)

Pengujian kolinearitas dilakukan dengan melihat nilai Variance Inflation Factor (VIF) pada model struktural. Hasil pengujian menunjukkan bahwa seluruh konstruk prediktor memiliki nilai VIF di bawah 3, dengan nilai tertinggi sebesar 2,432 pada konstruk Accuracy (A) dan nilai terendah sebesar 1,067 pada konstruk Timeliness (T). Hasil tersebut menunjukkan bahwa tidak terdapat indikasi masalah kolinearitas yang berarti antar konstruk prediktor dalam model struktural.

Table 9. Collinearity Test Results (VIF)

Konstruk	VIF
UQ → US	2,139
IQ → US	1,465
SIQ → US	1,553
C → US	1,627
A → US	2,432
F → US	1,239
T → US	1,226
E → US	1,067

R-Square (R^2) dan Adjusted R-Square

Table 10. R-Square Value

Variabel Endogen	R-Square (R^2)	Adjusted (R^2)
User Satisfaction	0,427	0.405

Referring to Table 10, the magnitude of the determination coefficient for the User Satisfaction construct is recorded at 0.427, while the Adjusted R^2 value is 0.405. These values indicate that the WebQual 4.0 and EUCS dimensions collectively can explain 42.7% of the variation in User Satisfaction, while the remaining 57.3% of the variation falls outside the scope of the constructs used in the research model. After adjusting for the number of predictors in the model, the Adjusted R^2 value shows the model's explanatory power at 40.5%. These results indicate that the integration of WebQual 4.0 and EUCS can be used to model User Satisfaction, as applied in the study. (Paguini & Sisephaputra, 2024)

Effect Size (f^2)

The effect size (f^2) test was conducted to find out the contribution of each exogenous construct to the User Satisfaction construct in the structural model. The test results showed that the f^2 value of each construct on User Satisfaction is as follows: the UQ construct has a value of 0.043, IQ 0.006, SIQ 0.236, C 0.024, A 0.022, F 0.031, T 0.003, and E 0.024. The largest f^2 value was found in the SIQ construct at 0.236, while the lowest value was in the T construct at 0.003. These results show that SIQ has the biggest effect on User Satisfaction compared to the other constructs in the model.

Table 11. Effect Size Results (f^2)

Konstruk	f^2
UQ → US	0,043
IQ → US	0,006
SIQ → US	0,236
C → US	0,024
A → US	0,022
F → US	0,031
T → US	0,003
E → US	0,024

Predictive Relevance (Q^2)

Table 12. Predictive Relevance Results (Q^2)

Indikator	Q^2_{predict}
US1	0,256
US2	0,293
US3	0,314

The Q^2_{predict} test results showed positive values for all User Satisfaction indicators, namely US1 at 0.256, US2 at 0.293, and US3 at 0.314. These values indicate that the model has predictive ability for each User Satisfaction indicator. The highest Q^2_{predict} value was found in US3 at 0.314, while the lowest was in US1 at 0.256. Overall, these results indicate that the model has predictive ability for the User Satisfaction construct in Canva app users.

Hypothesis Testing Results

Table 13. Results of Hypothesis Testing

Hubungan	β	T-statistic	P-value	Confidence Interval 95%	Description
UQ → US	0,230	2,940	0,003	0,086–0,386	Accepted
IQ → US	-0,070	0,884	0,377	-0,234–0,074	Rejected
SIQ → US	0,458	5,146	0,001	0,281–0,616	Accepted
C → US	0,150	2,235	0,025	0,021–0,287	Accepted
A → US	-0,174	2,087	0,037	-0,350–0,028	Accepted
F → US	0,149	2,922	0,003	0,050–0,251	Accepted
T → US	0,043	0,751	0,453	-0,122–0,133	Rejected
E → US	0,131	1,977	0,048	0,004–0,263	Accepted

Based on the bootstrapping results using SmartPLS, UQ has a positive and significant effect on US ($\beta = 0.230$; T-statistic = 2.940; P-value = 0.003), so H1 is accepted and in line with (Paguini & Sisephaputra, 2024). IQ does not have a significant effect on US ($\beta = -0.070$; T-statistic = 0.884; P-value = 0.377), so H2 is not supported, which matches (Faza & Utomo, 2021). Meanwhile, SIQ has a positive and significant effect on US ($\beta = 0.458$; T-statistic = 5.146; P-value = 0.001), so H3 is accepted and aligns with (Paguini & Sisephaputra, 2024).

C has a positive and significant effect on US ($\beta = 0.150$; T-statistic = 2.235; P-value = 0.025), so H4 is accepted. This result is in line with (Doll et al., 2004) and (Paguini & Sisephaputra, 2024). A has a significant effect in a negative direction ($\beta = -0.174$; T-statistic = 2.087; P-value = 0.037), so H5 is accepted. This finding is related to the Accuracy dimension in EUCS (Doll et al., 2004). Next, F has a positive and significant effect on US ($\beta = 0.149$; T-statistic = 2.922; P-value = 0.003), so H6 is accepted and aligns with (Doll et al., 2004). T does not have a significant effect on US ($\beta = 0.043$; T-statistic = 0.751; P-value = 0.453), so H7 is not supported, in line with (Prasetya & Efrilianda, 2023). E has a positive and significant effect on US ($\beta = 0.131$; T-statistic = 1.977; P-value = 0.048), so H8 is accepted and is consistent with (Doll et al., 2004). Overall, six hypotheses are supported and two hypotheses are not supported.

Based on the path coefficient (β) and effect size (f^2), Service Interaction Quality (SIQ) has the highest β value at 0.458 and an f^2 value of 0.236. Both of these are the highest compared to the other constructs in the model. This means that SIQ has the biggest relative impact on User Satisfaction in this study.

Conclusion

This study shows that integrating WebQual 4.0 and EUCS can be used to analyze the factors related to user satisfaction of the Canva app among vocational high school students in Central Praya District. Usability Quality, Service Interaction Quality, Content, Accuracy, Format, and Ease of Use showed a significant relationship with User Satisfaction, while Information Quality and Timeliness did not show a significant relationship. These findings suggest that combining WebQual 4.0 and EUCS provides a complementary perspective in evaluating service quality and user satisfaction with Canva.

Theoretically, this study provides empirical contributions to the application of WebQual 4.0 integration and EUCS in the educational context. Practically, the findings can serve as input for schools, teachers, and system developers in paying attention to service quality and user experience. This study has limitations in the use of purposive sampling, respondents coming from only three schools, a cross-sectional design, the use of self-report questionnaires, as well as limitations in generalizing the results. In addition, the study has not covered other variables and hasn't compared user groups. Future research can expand the scope of areas and respondents, add other variables, and make comparisons between user groups.

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