

The Effect of Canva Interactive Media on the Learning Outcomes of Writing Procedural Texts among Students of Class VII SMP Pahlawan Nasional

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Abstract

Writing skills in Indonesian language learning continue to face various challenges, particularly students' low enthusiasm and limited ability to develop ideas systematically. Less engaging instruction and limited use of interactive media may affect students' ability to understand text structures, organize procedural steps, and produce coherent and clear procedural texts. This study aimed to examine the effect of interactive Canva media on the learning outcomes of seventh-grade students in writing procedural texts at SMP Pahlawan Nasional. The study employed an experimental method using a two-group pretest-posttest control group design. The sample consisted of Class VII A as the experimental group and Class VII B as the control group, involving 60 students selected through simple random sampling. The research instrument was an essay test that had met validity and reliability requirements. Data were analyzed using the Shapiro–Wilk normality test and paired samples t-test. The results showed that the mean score of the experimental group increased from 45.00 to 60.33, representing an improvement of 15.33 points, while the control group increased from 47.00 to 54.13, representing an improvement of 6.73 points. The paired samples t-test showed $p < 0.001$ for both groups, with a greater improvement in the experimental group. These findings indicate that interactive Canva media is effective in improving students' learning outcomes in writing procedural texts. The implication of this study is that Canva can serve as an alternative visual and interactive learning medium that supports student engagement and improves writing instruction in Indonesian language learning.

Keywords: Interactive media, Canva, writing, procedural text.

Abstrak

Keterampilan menulis dalam pembelajaran Bahasa Indonesia masih menghadapi berbagai permasalahan, terutama rendahnya antusiasme dan kemampuan siswa dalam mengembangkan gagasan secara sistematis. Pembelajaran yang kurang menarik dan terbatasnya penggunaan media interaktif dapat berdampak pada kesulitan siswa dalam memahami struktur, menyusun langkah-langkah, serta menghasilkan teks prosedur yang runtut dan jelas. Penelitian ini bertujuan untuk mengetahui pengaruh media interaktif Canva terhadap hasil belajar menulis teks prosedur siswa kelas VII SMP Pahlawan Nasional. Penelitian ini menggunakan metode eksperimen dengan desain two group pretest-posttest control group design. Sampel terdiri atas kelas VII A sebagai kelompok eksperimen dan VII B sebagai kelompok kontrol, dengan jumlah keseluruhan 60 siswa yang dipilih melalui simple random sampling. Instrumen penelitian berupa tes esai yang telah memenuhi uji validitas dan reliabilitas. Data dianalisis menggunakan uji normalitas Shapiro–Wilk dan paired samples t-test. Hasil penelitian menunjukkan bahwa rata-rata kelas eksperimen meningkat dari 45,00 menjadi 60,33 dengan peningkatan 15,33 poin, sedangkan kelas kontrol meningkat dari 47,00 menjadi 54,13 dengan peningkatan 6,73 poin. Hasil uji paired samples t-test menunjukkan $p < 0,001$ pada kedua kelompok, dengan peningkatan kelas eksperimen lebih tinggi. Temuan ini menunjukkan bahwa media interaktif Canva efektif meningkatkan hasil belajar menulis teks prosedur. Implikasinya, Canva dapat menjadi alternatif media pembelajaran Bahasa Indonesia yang visual, interaktif, dan mendukung keterlibatan siswa dalam pembelajaran menulis.

Kata kunci: Media interaktif, Canva, menulis, teks prosedur.

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INTRODUCTION

Writing is one of the language skills that involves a person's ability to express ideas, master vocabulary, and so forth. In Indonesian language learning, procedural text is a type of functional text that plays an important role in everyday life. Writing ability refers to a person's ability to represent language through symbols that can be easily and clearly understood by others (Siregar et al., 2021: 102).

Writing skills are basically not merely the ability to use graphic symbols by arranging words into sentences according to certain rules, but also the ability to think through written words by combining ideas into sentences in a more holistic, complete, and clear manner. In other words, writing is a form of communication that involves transferring information to others through written language (Rahman et al., 2020). In Indonesian language learning, procedural text is a type of functional text that plays an important role in everyday life.

Procedural text contains steps for making or doing something in a clear and organized manner. This type of text is used to provide clear instructions or systematic steps for carrying out an activity or making something, such as how to cook food, how to use a tool, or the steps involved in conducting an experiment (Ramadhanty et al., 2022: 5). In procedural text, students need to present the steps logically, clearly, and systematically so that readers can understand them easily. Critical writing encourages readers to think more deeply and carefully about a topic. Creativity in writing is not only about choosing words or using a particular writing style, but also about presenting ideas in an interesting and engaging way to attract readers.

Writing is one of the essential language skills in Indonesian language learning because through writing activities, students are not only required to produce written texts but also to develop ideas systematically. Writing skills require the ability to determine topics, select relevant information, construct sentences, use appropriate vocabulary, and apply proper spelling and punctuation. These abilities cannot be acquired instantly but require gradual and continuous practice (Prihatin & Sari, 2021). In Indonesian language learning, one of the writing skills that students need to master is writing procedural texts.

Procedural texts contain a series of steps for making or doing something in a clear and organized manner. These texts are used to provide systematic instructions, such as how to prepare food, operate a device, or carry out an activity (Rahmadhanty & Ratnaningsih, 2022). In writing procedural texts, students are required to determine the purpose, select materials or tools when necessary, and organize the steps logically, sequentially, and clearly. However, writing instruction still faces several challenges, particularly students' low enthusiasm for writing activities, which is related to the lack of engaging teaching methods and learning media. This condition may affect students' ability to find and develop ideas, understand the material, and organize their writing coherently and clearly. Fauzia et al. (2022) stated that one of the difficulties students often experience in writing activities is finding ideas and developing them into coherent written texts. Therefore, learning activities need to provide appropriate stimulation and concrete learning experiences to help students develop their writing skills.

A common problem is students' low enthusiasm for writing activities. One of the main causes of this problem is the lack of attractiveness of the teaching methods used. To overcome this problem, an innovative approach is needed in the learning process, one of which is the use of interactive learning media that is appropriate to the characteristics of today's students. This situation indicates the need to develop more engaging and interactive learning media to improve students' ability to learn Indonesian. Interactive learning media can serve as a solution for creating a more meaningful learning process so that the desired educational objectives can be achieved (Lusianti et al., 2025).

The lack of interesting and up-to-date teaching materials in the learning process is one of the main factors contributing to this problem. Learning is still largely focused on mastering knowledge and has not yet reached the expected level of skills. Teachers' ability to develop engaging and original teaching materials is also considered inadequate, both in terms of quality and quantity. Therefore, this research is based on the urgent need to provide innovative and engaging learning methods and to help elementary school students improve their understanding of story structures (Wandini et al., 2021). Educators need to develop learning media that can improve students' skills. In this regard, the researcher has identified a potential solution in the form of interactive learning media that allows teachers to develop various types of educational learning activities in accordance with the basic competencies in Indonesian language learning. Through the use of such learning media, teachers can transform Indonesian language learning into a more interactive, dynamic, and enjoyable experience, enabling students to understand the material more easily and actively participate in the learning process (Izzatunnisa & Rina, 2024).

The use of various types of learning media can increase students' enthusiasm for learning. When the learning resources used are diverse, students tend to be more enthusiastic during the learning process. Media serves the function of conveying ideas and information to others, either directly or indirectly (Hasan et al., 2021: 13). The role of learning media is very important in supporting the achievement of educational objectives. Students become directly involved with interactive materials, thereby increasing their enthusiasm for the subject. In selecting learning media, it is necessary to consider students' needs and circumstances. Learning media functions as a means of facilitating the delivery of information in the teaching and learning process (Yuliana et al., 2023: 4).

The utilization of technology as a learning medium is an appropriate choice for responding to the rapid development of technology today. The use of Canva in teaching procedural text writing is considered capable of helping students better understand the content and structure of the text because Canva presents the thinking process in visual form. Visualization of the steps contained in procedural texts can make it easier for students to understand the sequence and logic of the text. Canva functions as a design tool that provides various user-friendly features (Yuliana et al., 2023: 247–257). Among the many tools offered by Canva are presentations, summaries, posters, brochures, pamphlets, banners, templates, photo editing, YouTube thumbnails, and others.

One type of engaging learning medium is interactive media. Interactive media is a learning medium oriented toward active learning and student-centered learning, allowing students to interact with the media by applying their skills and subsequently receiving feedback from the material presented (Sapolo et al., 2025). Writing skills should be continuously developed from elementary school because writing is a continuous activity. This perspective is based on the belief that writing skills are fundamental abilities that are beneficial at higher levels of education (Astuti et al., 2024: 556). One of the factors that greatly determines the success of the learning process is how attractively the media is designed so that students' attention remains focused on the material presented. One medium that can be used in learning is Canva (Ikhlas et al., 2023). Its high accessibility and the availability of a free version enable teachers and students to create various engaging visual materials without requiring advanced design skills (Purba & Harahap, 2022). This ease of use makes Canva a practical solution for addressing the need for more varied and stimulating learning media in the digital era.

The utilization of Canva enables the transformation of traditional learning materials, such as static presentations and worksheets, into dynamic and interactive forms. With Canva, teachers can create interactive presentations, infographics, posters, and even animated videos that can visualize abstract concepts, making them easier for students to understand (Agustini et al., 2021). Canva-based media are designed not only as visual tools but also as interactive instruments that can stimulate students' interest and improve their understanding of the material (Amelia, 2022).

THEORITICAL REVIEW

This research is highly necessary considering the low interest and ability of students in writing procedural texts, which are still influenced by less creative teaching methods and limited use of interactive media. In fact, writing ability is a fundamental skill that is not only related to arranging graphic symbols but also involves thinking processes and clear and organized written communication. This is in line with research on the use of Canva, which has developed rapidly,

beginning with the study conducted by W. M. Sari et al. (2023), entitled "The Effect of Canva-Based Interactive Learning Media on the Learning Outcomes of Grade X TJKT Students at SMKN 1 Seluma," which demonstrated a significant effect of Canva use on learning outcomes in networking technology material at the vocational high school level.

This finding was further supported by research conducted by Rangga Sulton Aprilian et al. (2024), entitled "Development of Interactive Learning Media to Improve the Ability to Write Descriptive Texts in Learning for Grade VII Students at SMP 1 Atap Kluncing," which successfully developed Canva-based media that were feasible for improving students' descriptive writing skills. Finally, research by Yeni Goel et al. (2025), entitled "The Effect of Using Canva-Based Learning Media on Students' Learning Outcomes in the Material of Earth as a Space for Life," demonstrated that Canva was more effective than realia media in teaching Geography material at the senior high school level.

The main difference between these three studies and the present research lies in the focus of the material and the specific objective. The present study specifically examines the effect of interactive Canva media on students' ability to compose procedural texts at the junior high school level, which is structurally different from descriptive texts and cognitive learning materials in vocational and Geography subjects.

Procedural text, as a text with a specific function, requires the presentation of steps in an orderly and logical manner and therefore requires media that can assist students in visualizing and understanding the structure of the text concretely (Nafia & Didah, 2024). The use of Canva-based interactive media is considered appropriate for technological developments and the characteristics of today's students because it can present material in a visual, engaging, and student-centered manner.

Therefore, the main questions in this study are whether the use of interactive Canva media

has an effect on students' learning outcomes in writing procedural texts, how significant the effect is, and how students respond to its use. This research is expected to attract readers' interest because it offers a practical, innovative, and applicable solution for improving students' writing skills through the utilization of digital technology in Indonesian language learning. beginning with the study conducted by W. M. Sari et al. (2023), entitled "The Effect of Canva-Based Interactive Learning Media on the Learning Outcomes of Grade X TJKT Students at SMKN 1 Seluma," which demonstrated a significant effect of Canva use on learning outcomes in networking technology material at the vocational high school level.

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METHOD

This study employed an experimental method with a quantitative approach to examine the effect of interactive Canva media on students' learning outcomes in writing procedural texts. The research design used was a two-group pretest-posttest control group design. In this design, both the experimental and control groups were given a pretest before instruction and a posttest after instruction. The experimental group received instruction using interactive Canva media, while the control group received instruction without the use of Canva media. (Sugiyono 2018)

The study was conducted at SMP Pahlawan Nasional, located at Jl. Durung No. 205, Sidorejo Hilir, Medan Tembung District, Medan City, North Sumatra. The research was carried out during the even semester of the academic year and was adjusted to the Indonesian language learning schedule for seventh-grade students. The population of this study consisted of all seventh-grade students at SMP Pahlawan Nasional. The sample comprised two classes selected through simple random sampling, namely Class VII A as the experimental group and Class VII B as the control group. Each group consisted of 30 students, resulting in a total sample of 60 students.

Data were collected using a test technique. The test was administered to obtain data on students' procedural text writing achievement before and after the treatment. At the beginning of the study, both groups were given a pretest to determine their initial ability in writing procedural texts. Subsequently, the experimental group received instruction using interactive Canva media, whereas the control group received conventional instruction without Canva. After the instructional process was completed, both groups were given a posttest using an equivalent instrument to measure changes in learning outcomes. The pretest and posttest scores were then used to determine the improvement in students' learning outcomes.

Before being used in the study, the test instrument was examined for validity and reliability. Instrument validity was assessed to ensure that each test item accurately measured students' procedural text writing ability in accordance with the research objectives. The validity test was conducted by correlating each item score with the total score. Based on the validity test involving 30 respondents, the r-table value at the 5% significance level was 0.361. The results showed that the r-count values of the five test items ranged from 0.862 to 0.939, with significance values of 0.000. Since all r-count values were higher than the r-table value and all significance values were below 0.05, all test items were declared valid and suitable for use as research instruments.

In addition, instrument reliability was examined to determine the consistency of the

measurement results. Reliability testing was conducted using Cronbach's Alpha. The results indicated a Cronbach's Alpha coefficient of 0.940, which exceeded the minimum criterion of 0.70. Therefore, the instrument was considered reliable and demonstrated a high level of internal consistency.

The collected data were analyzed statistically. A Shapiro–Wilk normality test was conducted to determine whether the data were normally distributed. Hypothesis testing was then performed using a paired-samples t-test to compare the pretest and posttest scores within each group. Decisions regarding the hypothesis were based on a significance level of 0.05. If the significance value was less than 0.05, a significant difference between the pretest and posttest scores was considered to exist.

The data collection methods included tests to assess students' writing skills before and after the treatment, questionnaires to determine students' responses to the use of Canva in learning, and observations to monitor students' activities during the learning process (Sugiyono, 2019). This information is presented in detail so that the research can be evaluated and replicated in future studies.

FINDINGS AND DISCUSSION

CONCLUSION

Instrumen Validity and Reliability

Before the research was conducted, the research instrument underwent validity and reliability testing to ensure its appropriateness for measuring students' learning outcomes in writing procedural texts. The content validity of the instrument was evaluated by four expert validators using a four-point rating scale. This validation procedure aimed to determine the extent to which each item of the instrument accurately represented the construct of students' learning outcomes in writing procedural texts measured in the study.

Table 1. Instrumen Validity Results

Butir	r hitung	r tabel	Sig.	Keterangan
1	0,915	0,361	0,000	Valid
2	0,939	0,316	0,000	Valid
3	0,882	0,361	0,000	Valid
4	0,904	0,361	0,000	Valid
5	0,862	0,361	0,000	Valid

The validity test was conducted by correlating the score of each item with the total score. At a 5% significance level with 30 respondents, the r-table value was 0.361. The results showed that the r-count values for all items ranged from 0.862 to 0.939, with all significance values at 0.000. Since each r-count value was greater than the r-table value and the significance values were less than 0.05, all five items were declared valid. This indicates that each item measures the same construct as the total score and is suitable for use as a measurement instrument.

To further ensure the consistency of the instrument, reliability testing was conducted using Cronbach's Alpha

Tabel 2. Instrumen Reliability Result

Butir	Cronbach` Alpha	Kriteria	Keterangan
5	0,940	>0,70	Reliabel

The Cronbach's Alpha value of 0.940 exceeds the minimum threshold of 0.70. Therefore, the instrument demonstrates very high internal consistency. The corrected item-total correlation values for each item also ranged from 0.791 to 0.899, indicating that all items made strong contributions to the total score. Thus, the instrument can be considered reliable and is expected to produce consistent results when used under comparable measurement conditions. The combination of satisfactory validity and reliability provides a strong methodological foundation for the

subsequent analyses. Therefore, the instrument can be considered scientifically sound and appropriate for evaluating the effectiveness of interactive Canva media on students' learning outcomes in writing procedure texts.

Normality Test

Before conducting hypothesis testing, the assumption of normality was examined to determine whether the data met the requirements for parametric statistical analysis. Given the relatively small sample size ($n = 30$), the Shapiro–Wilk test was employed because of its robustness in assessing data normality.

Tabel 3. Instrumen Normality Test Result

Kelas	Data	Statistik W	Sig.	Keterangan
Eskperimen	Pretest	0,955	0,224	Normal
Eksperien	Posttest	0,947	0,137	Normal
Kontrol	Pretest	0,074	0,642	Normal
Kontrol	Posttest	0,936	0,069	Normal

All Shapiro–Wilk significance values were greater than 0.05, namely 0.224 for the experimental group pretest, 0.137 for the experimental group posttest, 0.642 for the control group pretest, and 0.069 for the control group posttest. Therefore, the pretest and posttest scores in both groups can be considered normally distributed. Thus, the normality assumption required for parametric analysis of the primary scores was fulfilled. The fulfillment of the normality assumption strengthens the credibility of the subsequent parametric analyses. Furthermore, the absence of substantial deviations from normality indicates that the students' performance scores were reasonably distributed across the sample, thereby supporting the representativeness of the collected data and enhancing the validity of statistical inferences. fulfillment of the normality assumption strengthens the credibility of the subsequent parametric analyses. Furthermore, the absence of substantial deviations from normality indicates that the students' performance scores were reasonably distributed across the sample, thereby supporting the representativeness of the collected data and enhancing the validity of statistical inferences.

Hypothesis Teastung

To determine the effectiveness of interactive Canva media in the learning process, students' pretest and posttest scores were compared using a Paired Samples t-Test. This analysis was appropriate because the same group of students was assessed before and after the instructional treatment.

Tabel 4. Instrummen Hypothesis Teast Result

Kelompok	Mean Pre	Mean Post	Kenaikan	t	df	Sig.
Eksperimen	45,00	60,33	15,33	9,483	29	< 0,001
Kontrol	47,40	54,13	6,73	4,666	29	< 0,001

In the experimental group, the results showed $t(29) = 9.483$ with $p < 0.001$. The mean increase was 15.33 points, with a 95% confidence interval ranging from 12.03 to 18.64. Since the p-value was less than 0.05, there was a statistically significant difference between the pretest and posttest scores in the experimental group. These results indicate that the treatment administered to the experimental group was followed by a meaningful improvement in students' scores. In the control group, the results showed $t(29) = 4.666$ with $p < 0.001$. The mean increase was 6.73 points, with a 95% confidence interval ranging from 3.78 to 9.68. Therefore, the control group also experienced a statistically significant improvement. However, the magnitude of the improvement in the control group was lower than that observed in the experimental group. This improvement

indicates that the implementation of interactive Canva media effectively enhanced students' learning outcomes in writing procedure texts and reflected meaningful progress in their writing abilities. From an instructional perspective, the improvement suggests that the use of interactive Canva media helped students better understand and organize procedure texts, particularly in terms of structure, content, language use, and writing accuracy.

DISCUSSION

The findings of this study demonstrate that the use of interactive Canva media had a positive influence on the procedure text writing outcomes of seventh-grade students at SMP Pahlawan Nasional. The paired-samples t-test showed that the mean score of the experimental group increased from 45.00 in the pretest to 60.33 in the posttest, indicating a gain of 15.33 points. In comparison, the control group's mean score increased from 47.00 to 54.13, representing an improvement of 6.73 points. Although both groups demonstrated progress, the experimental group achieved a greater increase. These findings suggest that interactive Canva media was more effective than conventional instruction in improving students' writing outcomes. The combination of visual elements, appealing designs, and systematically organized information may have enabled students to comprehend the learning material more effectively and apply it when composing procedure texts.

The results are in line with W. M. Sari et al. (2023), who reported that interactive learning media developed using Canva significantly influenced students' learning outcomes in Computer Network Engineering at the vocational high school level. Similarly, Rangga Sulton Aprilian et al. (2023) found that Canva was an appropriate medium for supporting junior high school students in developing descriptive writing skills. Goel et al. (2025) also reported that Canva demonstrated greater effectiveness than realia media in improving students' Geography learning outcomes. The present study shares a common finding with these previous studies, namely that Canva can contribute to improved student learning outcomes. However, this study differs in its specific focus on procedure text writing within Indonesian language instruction at the junior high school level, thus adding empirical evidence concerning the application of Canva to writing instruction.

The use of interactive Canva media also supported students' comprehension of procedure text materials. The combination of illustrations, images, icons, colors, and structured layouts provided students with clearer representations of the purpose, structure, and sequence of procedure texts. Such visual presentation can make abstract or complex information more concrete, enabling students to understand how an effective procedure text should be organized. Consequently, students were provided with greater support in developing their writing compared with instructional practices relying primarily on verbal explanations or conventional textbooks.

Furthermore, Canva contributed to creating a more engaging learning environment. Its attractive appearance, interactive features, and relatively simple operation encouraged students to participate more actively during the lessons. A more engaging classroom atmosphere can maintain students' attention and reduce learning fatigue, which may subsequently support better academic performance. Therefore, Canva can serve not only as a medium for presenting instructional materials but also as a means of fostering students' interest and motivation to learn.

Another benefit of Canva is its potential to encourage students' creativity during the writing process. The availability of various design elements allows students to arrange written content in a visually appealing and organized manner. Through this activity, students can practice structuring their ideas while simultaneously considering how visual elements can support the message conveyed through their writing. This experience may help students produce procedure texts that are more organized, communicative, and creative.

The implementation of Canva also encouraged greater student participation throughout the learning activities. Through a student-centered learning process, students were given opportunities to examine learning materials, exchange ideas, ask questions, and complete writing tasks actively. Their direct interaction with the learning media positioned them not merely as passive recipients of information but as active participants in constructing their understanding. Such involvement can create a more meaningful learning experience than instruction dominated entirely by teacher explanations.

Canva also offers several advantages compared with conventional learning media. It enables teachers and students to integrate images, infographics, videos, animations, and educational templates into a single digital learning environment. This variety allows instructional materials to be delivered in a more dynamic and engaging form. In addition, Canva provides flexibility because its content can be modified according to instructional objectives and accessed through digital devices. These characteristics make Canva relevant to the increasing use of technology in contemporary education.

Methodologically, this study employed a two-group pretest–posttest control group design, which enabled the researcher to examine changes in students' learning outcomes in both the experimental and control groups. The instruments used in the study had undergone validity and reliability testing before data collection. In addition, the prerequisite analysis indicated that the data were normally distributed, allowing the subsequent analysis to employ parametric statistical procedures. The comparison of the two groups therefore provided empirical support for the observed improvement following the implementation of interactive Canva media. From a theoretical perspective, these findings support the view that digital learning media can contribute to more effective Indonesian language instruction, particularly in writing activities. The visual and interactive presentation of learning materials can assist students in understanding the organization and content of procedure texts. Accordingly, this study adds to the existing literature on the use of digital media to support student-centered learning and writing instruction.

The novelty of this research lies in its examination of interactive Canva media specifically for teaching procedure text writing to seventh-grade junior high school students using an experimental approach. While previous studies have investigated Canva in various subjects and contexts, this study focuses specifically on its effectiveness in Indonesian language learning, particularly in improving students' procedure text writing outcomes.

The findings have practical implications for Indonesian language teachers. Canva can be considered an alternative digital learning medium for presenting procedure text materials in a more engaging and interactive manner. Its use may encourage students' participation, support their understanding of writing concepts, and create a more enjoyable learning environment. Furthermore, integrating Canva into classroom instruction can support technology-oriented learning practices that are consistent with the demands of twenty-first-century education.

CONCLUSION

Based on the findings, it can be concluded that the use of interactive Canva media had a positive effect on the procedure text writing outcomes of seventh-grade students at SMP Pahlawan Nasional. The results showed that the mean score of the experimental group increased from 45.00 in the pretest to 60.33 in the posttest, representing an improvement of 15.33 points. Meanwhile, the control group's mean score increased from 47.00 to 54.13, with a gain of 6.73 points. The paired-samples t-test indicated that the improvements in both groups were statistically significant ($p < 0.001$); however, the experimental group demonstrated a greater improvement than the control group. These findings indicate that interactive Canva media was more effective in improving students' procedure text writing outcomes than instruction without Canva.

In addition to improving learning outcomes, interactive Canva media helped students understand the structure and sequence of procedure text composition through visual, attractive, and interactive material presentation. Its implementation also supported students' learning motivation, creativity, participation, and engagement throughout the learning process. Therefore, this study contributes to the development of Indonesian language instruction through the integration of innovative digital media and student-centered learning.

The novelty of this study lies in examining the effectiveness of interactive Canva media on procedure text writing outcomes among seventh-grade junior high school students using a two-group pretest–posttest control group design. Accordingly, Canva can be recommended as an alternative learning medium for improving the quality of writing instruction. Future studies are encouraged to investigate the use of Canva in other Indonesian language materials or involve larger and more diverse samples to obtain more comprehensive findings.

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