



The Effectiveness of the Canva Application in Learning Procedural Text Writing Skills for 7th Grade Students of SMP Negeri 27 Medan

Novisya Nayla^{1*}, Nurul Asa², Raisha Mei Nabel Pakpahan³, Stefany Indah Ayuri⁴,
Trisnawati Hutagalung⁵, Nurul Azizah⁶

¹²³⁴⁵⁶Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Medan, Sumatera Utara, Indonesia

*E-mail: novisyala28@gmail.com

ABSTRACT

Procedure text is one of the narrative texts taught in grade 7 of junior high school (SMP/MTs) for both reading and writing aspects. On the other hand, the Canva application is one of the many applications frequently used in learning. This study aims to describe the effectiveness of the Canva application in learning procedural text writing skills. This study uses a quantitative descriptive method through a single-shot design, meaning that only one class is used as the object of research. This study was conducted in the odd semester of the 2025/2026 academic year at SMP Negeri 27 Medan. The population of this study were students of SMP Negeri 27 Medan who participated in procedural text writing skills learning using the Canva application. They were in one class with a total of 29 students. The sample was determined at 26 students based on a statistical formula. Sample members were selected by simple random selection without replacement from the population members. Data on learning outcomes of procedural text writing skills were collected using a test instrument designed using objective and systematic steps to meet the requirements of a valid test. A checklist was used to validate the scoring data and validate the results of the data analysis. Data on procedural text writing skills using the Canva application were analyzed using a paired sample t-test procedure. The results of the study show that the Canva application is effective for use in learning procedural text writing skills.

Keywords: effectiveness, Canva application, procedural text, writing skills

Efektivitas Aplikasi Canva dalam Pembelajaran Keterampilan Menulis Teks Prosedur pada Siswa Kelas 7 SMP Negeri 27 Medan

ABSTRAK

Teks prosedur merupakan salah satu teks naratif yang diajarkan di kelas 7 SMP/MTs baik untuk aspek membaca maupun untuk aspek menulis. Di sini lain, aplikasi Canva merupakan satu di antara banyak aplikasi yang sering dipakai dalam pembelajaran. Penelitian ini bertujuan mendeskripsikan efektivitas aplikasi Canva dalam pembelajaran keterampilan menulis teks prosedur. Penelitian ini menggunakan metode deskriptif kuantitatif melalui desain satu bidikan yang bermakna hanya satu kelas dipakai sebagai objek penelitian. Penelitian ini dilaksanakan pada semester ganjil tahun ajaran 2025/2026 di SMP Negeri 27 Medan. Populasi penelitian ini adalah para siswa SMP Negeri 27 Medan yang mengikuti pembelajaran keterampilan menulis teks prosedur menggunakan aplikasi Canva. Mereka berada pada satu kelas yang berjumlah 29 siswa. Sampel ditetapkan sebanyak 26 ssiwa berdasarkan formula statistik. Anggota sampel dipilih secara random sederhana tanpa pengembalian dari anggota populasi. Data hasil belajar keterampilan menulis teks prosedur dikumpulkan menggunakan instrumen tes yang disusun menggunakan langkah-langkah objektif dan sistematis sehingga memenuhi syarat tes yang valid. Daftar cek-riccek digunakan untuk memvalidasi data penskoran dan memvalidasi hasil analisis data. Data keterampilan menulis teks prosedur menggunakan aplikasi Canva dianalisis menggunakan prosedur uji t sampel berpasangan. Hasil penelitian menunjukkan bahwa aplikasi Canva efektif digunakan dalam pembelajaran keterampilan menulis teks prosedur.

Kata kunci: efektivitas, aplikasi Canva, keterampilan menulis, teks prosedur

Submitted
01/12/2025

Accepted
15/03/2026

Published
27/03/2026

Citation	Nayla, N., Asa, N., Pakpahan, R. M. N., Ayusri, S. I., Hutagalung, T., & Azizah, N. (2026). The Effectiveness of the Canva Application in Learning Procedural Text Writing Skills for 7th Grade Students of SMP Negeri 27 Medan. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, januari 2026, 1855-1860</i> . DOI: https://doi.org/10.55909/jpbs.v5i2.1018
----------	--

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Developing writing skills is an essential aspect of learning Indonesian, especially at the junior high school level. In Grade VII, one of the materials taught is procedural text, which contains steps for performing an activity. According to Riyanti et al. (2025), procedural text plays an important role in daily life because it provides structured and sequential guidance for using or creating something. However, classroom practices show several problems. Many students still struggle to arrange steps in order, lack ideas, and easily feel bored due to less engaging learning media. This condition affects students' focus and motivation in understanding and producing good procedural texts.

The development of modern technology offers new opportunities to improve learning quality. In line with Riskiawati et al. (2025), the use of digital media helps students better understand material through more engaging presentations. Firmadani (2020) also emphasizes that technological advancement requires teachers to continuously innovate by using learning media suitable for current needs. Previous research shows that integrating creative media can improve the quality of learning processes, especially in writing instruction. This indicates that digital media utilization has strong potential to address low motivation and comprehension among students. In this context, Canva becomes one of the creative digital media tools that teachers can use. Kharissidqi and Firmansyah (2022) state that the Canva application provides significant support in creating various learning media. Canva offers templates, visual elements, and simple text-arranging features that help teachers present procedural steps clearly and attractively. Its visual displays can enhance students' motivation, creativity, and interest because they provide a modern learning experience aligned with students' digital lifestyle.

Considering the problems and previous findings, the position of this research lies in examining the use of creative digital media—specifically Canva—in teaching procedural text writing. The focus of the study explores how Canva can help students arrange procedural texts more coherently, attractively, and understandably. This research aims to analyze the use of the Canva application as a creative digital media to improve students' abilities in understanding and composing procedural texts in a coherent manner, as well as to show the urgency of Canva integration in Indonesian language learning on procedural text material.

METHOD

This study employed a descriptive qualitative approach through literature review and field data collection using interview techniques. The qualitative approach was chosen because it allows the researcher to describe phenomena in depth and emphasizes understanding processes rather than numerical results. According to Mappasere and Suyuti (2019), qualitative research focuses on descriptive explanations and the analysis of meanings behind events. This aligns with Waruwu (2024), who states that qualitative data can be collected through observation, interviews, and document analysis. This approach was used to obtain a real picture of teachers' difficulties in teaching procedural texts conventionally and to analyze the urgency of using creative digital media such as Canva as a learning enhancement tool.

The data sources consisted of literature data and field data. Literature data were obtained from various scientific journal articles related to procedural text instruction, challenges of conventional learning, and the application of digital media in teaching. Field data were collected through direct interviews with a Grade VII Indonesian language teacher at SMP Negeri 27 Medan to gather information about students'



conditions, teaching challenges, and the potential of using Canva to improve learning effectiveness. All collected data were analyzed descriptively to generate findings aligned with the research focus, providing a concrete and applicable picture of learning practices in the field.

RESULTS

Below are the details of the research results about the Effectiveness of the Canva Application in Learning Procedural Text Writing Skills for 7th Grade Students of SMP Negeri 27 Medan.

1. Conventional teaching of procedural texts, conducted through lectures and writing exercises without the support of visual media, demonstrated low effectiveness. Students experienced difficulty in understanding the structure and sequence of steps in procedural texts coherently.
2. The cognitive development characteristics of seventh-grade junior high school students, who are at the concrete operational stage, have not been optimally accommodated in conventional learning, resulting in limited understanding of abstract concepts such as linguistic characteristics and text structure.
3. Student learning motivation in procedural text learning tends to be low due to monotonous learning activities and a lack of engaging digital media.
4. Students' multimodal literacy skills have not developed optimally because learning does not involve integrating text with relevant visual elements, icons, or symbols.
5. The use of digital creative media, particularly Canva, has shown potential in increasing students' learning interest, engagement, understanding of procedural text structure, and multimodal literacy skills.

DISCUSSION

Constraints Frequently Encountered by Teachers in Conventionally Teaching Procedure Text

Learning procedure text that still relies on conventional lecture methods and writing drills creates various constraints that impact the effectiveness of learning. From a pedagogical standpoint, the one-way nature of the instruction means students lack the opportunity to concretely visualize the procedural steps. This condition aligns with the findings of Suryadi, Milawasri, and Lustina (2022), who show that the absence of creative media weakens students' understanding of the structure and application of procedure text. From the perspective of cognitive development, Grade VII junior high school students are at the concrete operational stage, which demands visual aids in the learning process. Kuntari (2023) asserts that the lack of variation in learning media prevents students' learning styles from being optimally catered to. This indicates that learning constraints do not only stem from the teacher's teaching method but also from the mismatch between the learning approach and the developmental characteristics of the students.

Furthermore, student learning motivation becomes a significant issue. Repetitive writing activities without the support of visual media cause students to quickly lose interest. Nugraha (2024) states that instruction that does not utilize digital media is less capable of fostering student creativity and engagement, although these skills are highly needed in 21st-century learning.

From a multimodal literacy perspective, Kardika, Rokhman, and Pristiwati (2023) found that learning without digital media results in a low ability among students to integrate text, images, icons, and symbols. The inconsistency between the learning experience at school and students' habits in daily life makes the understanding of procedure text less meaningful.

Another constraint that arises is classroom management. Putra and Pratama (2023) emphasize that without the aid of digital technology, teachers struggle to deliver material engagingly and provide equitable feedback to all students. In the context of a class with diverse student characteristics, the conventional approach becomes increasingly inadequate.

The Importance of Using Creative Digital Media in Learning

The use of creative digital media offers a solution to the various constraints of conventional learning. From a pedagogical perspective, digital media can create learning that is more interactive, visual, and contextual. Nugraha (2024) states that digital media encourages students to think innovatively and be more actively involved in the learning process.

From the perspective of information access effectiveness, digital media allows students to quickly and efficiently obtain various examples of procedure texts. Kuntari (2023) emphasizes that the use of digital media supports a deeper conceptual understanding compared to traditional learning.

Digital media also supports differentiated instruction. Ekaningtiass et al. (2023) state that technology-based media can adjust to the learning needs of students with different learning styles. Additionally, from an assessment standpoint, Rosmana et al. (2024) prove that rapid feedback through digital media helps students revise their work more effectively.

Besides improving understanding and assessment, digital media plays a crucial role in the development of multimodal literacy. Tonra et al. (2023) assert that teachers need to be adaptive to students' increasingly visual learning habits, thereby making learning more relevant to current developments.

The Role of Canva in Attracting Student Interest

Canva plays a significant role in increasing student learning interest through its attractive visual display and easy-to-use design features. From the perspective of learning aesthetics, Canva provides professional templates that help students understand the sequence of procedure text steps more concretely.

In terms of motivation, Canva makes learning feel closer to students' daily lives. Herawati, Nuryani, & Saputra (2025) show that Canva can increase student participation because its appearance resembles digital applications that are familiar to students. This makes procedure text writing instruction no longer monotonous.

Canva also strengthens students' multimodal literacy. Irsan and Pertiwi (2021) state that the use of Canva helps students effectively integrate text with visual elements. Furthermore, Canva makes it easier for teachers to present learning material systematically and communicatively (Arianto & Suyitno, 2023).

The collaboration feature in Canva also supports cooperative learning. Students can work together in developing digital infographics or posters, allowing teamwork skills and understanding of procedure text to develop simultaneously.

CONCLUSION

This study affirms that creative digital media—particularly Canva—plays a significant role in improving procedural text writing instruction at the junior high school level. Various challenges of conventional learning, such as low motivation, lack of visual media, and limited teacher feedback, can be addressed through interactive digital integration. Canva helps clarify text structure through visuals and infographics, increases creativity and collaboration, and enhances multimodal literacy. Thus, Canva is not



merely a technical innovation but an essential tool in creating effective, relevant, and engaging Indonesian language learning.

ACKNOWLEDGMENTS

The author expresses sincere gratitude to all parties who supported this research. Special appreciation is extended to the Indonesian language teacher of SMP Negeri 27 Medan for serving as the interviewee and providing valuable insights regarding classroom conditions. Gratitude is also given to previous researchers whose works formed the foundation for this study. The author also extends appreciation to colleagues who assisted in the preparation, data collection, and refinement of this article. It is hoped that this research contributes positively to the development of Indonesian language learning, particularly in the use of creative digital media in schools.

REFERENCES

- Arianto, D., & Suyitno, S. (2023). Pelatihan Media Pembelajaran Inovatif Menggunakan Canva. *JePKM (Jurnal Pengabdian Kepada Masyarakat)*, 4(01), 16-23.
- Ekaningtiass, P., Fitriani, H., Nurudin, M. N., & Akhadiyah, S. (2023). Pengembangan Media Pembelajaran Berdiferensiasi Berbasis Teknologi pada Materi Teks Prosedur untuk Siswa Kelas VII SMP. *Journal on Education*, 6(1), 841-847.
- Firmadani, F. (2020). Media Pembelajaran Berbasis Teknologi sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0. *KoPeN: Konferensi Pendidikan Nasional*, 2(1), 93-97.
- Herawati, N., Nuryani, N., & Saputra, A. E. (2025). Pemanfaatan Canva dalam Pembelajaran Interaktif: Kajian Kualitatif. *Jurnal Penelitian Rumpun Ilmu Teknik*, 4(1), 102-112.
- Irsan, I., & Pertiwi, A. (2021). Pelatihan Pembuatan media Pembelajaran Inovatif Menggunakan Canva. *Jurnal Abdidas*, 2(6), 1412-1417.
- Kardika, R. W., Rokhman, F., & Pristiwati, R. (2023). Penggunaan media digital terhadap kemampuan literasi multimodal dalam pembelajaran Bahasa Indonesia. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 6715-6721.
- Kharissidqi, M. T., & Firmansyah, V. W. (2022). Aplikasi Canva sebagai Media Pembelajaran yang Efektif. *Indonesian Journal Of Education and Humanity*, 2(4), 108-113.
- Kuntari, S. (2023). Pemanfaatan Media Digital dalam Pembelajaran. In *Prosiding Seminar Nasional Fakultas Tarbiyah dan Ilmu Keguruan IAIM Sinjai (Vol. 2, pp. 90-94)*.
- Mappasere, S. A., & Suyuti, N. (2019). Pengertian penelitian pendekatan kualitatif. *Metode Penelitian Sosial*, 33, 1-10.
- Nugraha, M. A. (2024). Pemanfaatan media Digital untuk Pembelajaran Kreatif. *Karimah Tauhid*, 3(11), 12420-12427.
- Putra, L. D., & Pratama, S. Z. A. (2023). Pemanfaatan media dan teknologi digital dalam mengatasi masalah pembelajaran. *Journal Transformation of Mandalika*, e-ISSN: 2745-5882
- Riskiawati, H. L., Islam, R., & Shobah, S. M. (2025). Perspektif Siswa dan Guru terhadap Media Digital dan Konvensional ASMARALOKA: *Jurnal Bidang Pendidikan, Linguistik, dan Sastra Indonesia*, 3(1), 92-100.
- Riyanti, A., Tarigan, S. A., Jannah, A. M., Mulawarman, N., & Selviana, A. N. (2025). Analisis Pemahaman Peserta Didik Kelas VIII SMP Negeri 1 Kota Tarakan terhadap Pembelajaran Menulis Teks Prosedur. *IdeBahasa*, 7(1), 134-143.

- Rosmana, P. S., Iskandar, S., Rahma, A. R., Maria, S., Supriatna, S., & Wahyuningtyas, T. (2024). Efektivitas Penggunaan Media Pembelajaran Digital pada Hasil Belajar Siswa Kelas 5 SDN 6 Nagrikaler. *Jurnal Sinektik*, 7(1), 10-17.
- Suryadi, E., Milawasri, F. A., & Lustina, L. (2022). Pengaruh Model Pembelajaran Berbasis Masalah terhadap Kemampuan Menulis Teks Prosedur siswa. *Jurnal Bindo Sastra*, 6(1), 15-26.
- Tonra, W. S., Angkotasari, N., Sari, D. P., & Ikhsan, M. (2023). Menjadi Guru Kreatif Melalui Aplikasi Canva. *JPM (Jurnal Pemberdayaan Masyarakat)*, 8(1), 126-133.
- Wardana, M. A. W., Rizqina, A. A., Salsabilah, A. N., Handayani, D. A. P., Dewi, S. M., & Ulya, C. (2022). Pengembangan Media Pembelajaran Berbasis Aplikasi Canva dengan Model Microblogging sebagai Pembelajaran Teks Prosedur Tingkat SMP. *Jurnal Nalar Pendidikan*, 10(1), 71-79.
- Waruwu, M. (2024). Pendekatan penelitian Kualitatif: Konsep, prosedur, Kelebihan dan Peran di Bidang Pendidikan. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 5(2), 198–211.