



## The Effect of Canva-Based Infographic Media on the Advertising Text Writing Skills of Grade VIII Students at SMP Negeri 2 Watulimo

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### ABSTRACT

Canva is an online graphic design application that can be used to create various types of designs such as infographics, a combination of information and graphics that can help readers understand information more easily. This study aims to describe: 1) the application of Canva-based infographic media in learning advertising text writing skills; 2) analyze the effect of using Canva-based infographic media on advertising text writing skills; 3) identify student responses regarding the application of Canva-based infographic media in learning advertising text writing skills. This study was conducted at SMP Negeri 2 Watulimo using a quantitative approach by implementing a quasi-experimental method through a pretest-posttest control group design. The research sample included 29 students in the experimental class and 26 students in the control class. Learning data were collected using observation guidelines and questionnaires while advertising text writing skills data were collected using test instruments (pretest and posttest). Learning data were analyzed thematically while advertising text writing skills data were analyzed using descriptive statistics. The results of the study showed that the average value of the experimental class increased from 67 to 81, while the value of the control class increased from 60 to 70. Thus, the use of Canva-based infographic media has a significant influence on advertising text writing skills.

*Keywords: Canva, infographic media, advertisement text, writing skills*

## Pengaruh Media Infografis Berbasis *Canva* terhadap Keterampilan Menulis Teks Iklan Siswa Kelas VIII di SMP Negeri 2 Watulimo

### ABSTRAK

Canva adalah aplikasi desain grafis online yang dapat digunakan untuk membuat berbagai jenis desain seperti infografis yakni media kombinasi antara informasi dan grafik yang dapat membantu pembaca memahami informasi secara lebih mudah. Penelitian ini bertujuan untuk mendeskripsikan: 1) penerapan media infografis berbasis Canva dalam pembelajaran keterampilan menulis teks iklan; 2) menganalisis pengaruh penggunaan media infografis berbasis Canva terhadap keterampilan menulis teks iklan; 3) mengidentifikasi respons siswa tentang penerapan media infografis berbasis Canva dalam pembelajaran keterampilan menulis teks iklan. Penelitian ini dilaksanakan di SMP Negeri 2 Watulimo yang menggunakan pendekatan kuantitatif dengan menerapkan metode kuasi eksperimen melalui desain pretest-posttest control group. Sampel penelitian mencakup 29 siswa pada kelas eksperimen dan 26 siswa pada kelas kontrol. Data pembelajaran dikumpulkan menggunakan pedoman observasi dan angket sedangkan data keterampilan menulis teks iklan dikumpulkan menggunakan instrumen tes (pretest dan posttest). Data pembelajaran dianalisis secara tematik sedangkan data keterampilan menulis teks iklan dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 67 menjadi 81, sedangkan nilai kelas kontrol meningkat dari 60 menjadi 70. Dengan demikian, penggunaan media infografis berbasis Canva memberikan pengaruh yang signifikan terhadap keterampilan menulis teks iklan.

*Kata kunci: media infografis, Canva, keterampilan menulis, teks iklan*

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## INTRODUCTION

Advances in digital technology have transformed various aspects of education, particularly the classroom learning process. The use of technology is now not just a tool but also plays a role in encouraging increased learning motivation, creativity, and student understanding of the material. In Indonesian language learning, the use of digital media is crucial because learning focuses not only on theory but also on practical skills, such as writing. However, learning that still relies on conventional methods without the support of engaging media often results in students being less actively engaged. This results in low learning motivation and less than optimal learning outcomes. Therefore, the development of innovative and technologically relevant learning media is necessary to make the learning process more effective.

One of the language skills that junior high school students must master is writing. In grade VIII, students are required to write advertising texts as part of the competency requirements. Advertising texts are a type of persuasive text that aims to offer products or services through concise, concise, and engaging language. However, many students are unable to compose effective advertising texts. Difficulties include choosing the right words, constructing persuasive sentences, and developing creative ideas. This situation indicates a mismatch between learning demands and students' abilities, resulting in low advertising copywriting skills.

These low skills are also related to the use of less varied learning media. Learning that involves minimal visual and interactive media tends to make students less interested and less likely to participate actively. This is supported by the findings of Sari and Arief (2025), who stated that the limited use of engaging media can hinder student understanding of the material. Therefore, selecting appropriate learning media is a crucial step in improving the quality of learning, particularly in writing skills. One viable alternative is the use of Canva-based infographics.

Infographics are visual media that present information through a combination of text and images in a concise and engaging manner. Technological advancements have made it easier to create infographics through graphic design applications, one of which is Canva. This online application provides various features and templates that can be used to create various visual products, such as posters, presentations, and infographics. In a learning context, the use of Canva-based infographics allows students to creatively combine visual and verbal elements. This aligns with the multimodal learning theory proposed by Mayer (2001, 2009), which emphasizes that the combination of visual and verbal elements can improve students' comprehension and retention. Thus, this medium not only helps students write but also develops their creativity in conveying messages.

Based on interviews with Indonesian language teachers at SMP Negeri 2 Watulimo, it was found that learning to write advertising texts has not been optimal. Teachers still use limited methods and have not utilized innovative learning media. As a result, students tend to be passive and simply imitate examples given without developing their own ideas. This situation indicates a gap between learning needs and classroom practice. Therefore, the use of learning media that can increase student engagement and help them understand the structure and linguistic rules of advertising texts more effectively is necessary.

Writing skills are a crucial aspect of Indonesian language learning that students must master, including the skill of writing advertising texts. Advertising texts require students to convey information concisely, clearly, engagingly, and persuasively. However, in practice, students still experience difficulties in composing advertising texts that adhere to the structure, linguistic elements, and appeal of the message. This situation indicates the need for innovative learning media to help improve students' writing skills. One such media is Canva-based infographics, which can



present material in a visual, engaging, and interactive manner. Based on these conditions, several research questions emerged: How is Canva-based infographics implemented in learning to write advertising texts for eighth-grade students at SMP Negeri 2 Watulimo? How does Canva-based infographics affect the advertising text writing skills of eighth-grade students at SMP Negeri 2 Watulimo? How do students respond to the use of Canva-based infographics in learning to write advertising texts?

This study aims to describe the implementation of Canva-based infographics in learning to write advertising texts for eighth-grade students at SMP Negeri 2 Watulimo, analyze their impact on students' advertising text writing skills, and describe students' responses to the use of Canva in the learning process. The results of this study are expected to provide both theoretical and practical benefits. Theoretically, this research can enrich studies on the development of digital learning media, particularly Canva-based infographics, in improving advertising text writing skills. Practically, this research is expected to benefit students in improving their creativity and writing skills, and for teachers as an alternative, innovative learning medium.

Several researchers have previously conducted research on the use of Canva in learning. Research by (Priska & Johan1, 2022) showed that using the Canva application can improve students' poster advertising writing skills. Furthermore, research by (Nurhasana, 2025) also showed that Canva media has an impact on improving students' advertising text writing skills. Another study by (Sarif & Katima Ansar, 2024) showed that using Canva-based media can improve students' writing skills through more interactive learning. However, these studies differ in their focus, research design, and data collection techniques.

Based on these previous studies, no research has been found specifically examining the effect of Canva-based infographics on advertising text writing skills using a pretest-posttest control group design in eighth-grade students of SMP Negeri 2

Watulimo. Therefore, this study was conducted to fill this gap and contribute to the development of innovative learning media. Thus, this research is expected to provide solutions for improving students' advertising text writing skills through the use of Canva-based infographics in Indonesian language learning.

## METHOD

This quantitative research with an experimental approach aims to determine the effect of Canva-based infographics on students' advertising text writing skills. This study used a pretest-posttest control group design involving two groups: an experimental group and a control group (Razak, 2017), Abubakar (2021). The experimental group was given treatment in the form of the use of Canva-based infographics, while the control group received conventional learning without the use of Canva-based infographics.

The data sources for this study were eighth-grade students of SMP Negeri 2 Watulimo. The research instruments used were tests, observations, and questionnaires. The tests were used to measure students' advertising text writing skills before and after the treatment, observations were conducted to determine the learning process, and questionnaires were used to determine students' responses to the use of Canva-based infographics.

The development of the advertising text writing test involves several stages: determining the competencies to be measured, developing test indicators, creating a test outline, developing the test instrument, and establishing a scoring rubric. Test indicators include the appropriateness of the title to the content of the advertisement, the structure of the advertisement text, the use of linguistic elements, creativity of presentation, and accuracy of spelling and punctuation. Based on these indicators, a test outline is developed as a guideline for developing the writing test instrument. Student writing is assessed using a scoring rubric with a maximum score of 100, consisting of the appropriateness of the title to the content (20), the structure of the advertisement text

(20), linguistic elements (20), creativity of presentation (20), and spelling and punctuation (20).

Data collection techniques are carried out in several stages: (1) administering a pretest to determine students' initial abilities; (2) administering treatment to the experimental group using Canva-based infographic media, while the control group uses conventional learning; (3) administering a posttest to determine student learning outcomes after the treatment; (4) observing students during the learning process; and (5) distributing questionnaires to students to determine their responses to the use of the media. The data obtained were then analyzed using quantitative data analysis techniques. The analysis was conducted by comparing the pretest and posttest results between the experimental and control groups. Descriptive statistics was used to determine whether there was a significant effect of using Canva-based infographics on students' advertising copywriting skills.

## RESULTS

### 1. Implementation of Canva-Based Infographics

This study employed a pretest-posttest control group design involving a control and an experimental class. Initially, both classes were given a pretest to determine students' initial ability in writing advertising copy. Subsequently, the control class received conventional instruction through material explanations, discussions, and advertising copywriting exercises without the use of Canva-based infographics. Meanwhile, the experimental class received a treatment in the form of advertising copywriting instruction utilizing Canva-based infographics as a means of delivering material, analyzing text structure, and providing guidance in composing advertising copy. After the treatment, both classes were given a posttest to measure improvement in advertising copywriting skills. The pretest and posttest results from both classes were then analyzed to determine the effect of using Canva-based infographics on the

advertising copywriting skills of eighth-grade students at SMP Negeri 2 Watulimo.

Observations showed that the implementation of Canva-based infographics in the experimental class was very successful. Teacher activity achieved 86%, while student activity reached 87%. Teachers were able to systematically implement learning by utilizing Canva in core activities, such as guiding students in designing advertising texts, directing assignment submissions, and providing appreciation. Meanwhile, students demonstrated active participation, were able to operate Canva well, and displayed creativity in composing advertising texts.

In the control class, teacher and student activity was also classified as very good, with percentages of 84% and 82%, respectively. However, because the learning took place without the use of Canva-based infographics, student activity tended to be lower in terms of creativity and participation than in the experimental class.

### 2. Results of Students' Advertising Text Writing Skills

The frequency distribution of students' post-test scores in the experimental and control classes shows the distribution of advertising text writing skills test results after the learning treatment.

Table 1  
Frequency Distribution of Post-test Scores in the Control Class

Interval	Frequency
30-39	1
40-49	2
50-59	4
60-69	0
70-79	18
80-89	1
Total	26



Tabel-2  
Frequency Distribution of Posttest  
Scores for the Experimental Class

Interval	Frequency
60-69	3
70-79	10
80-89	13
90-100	3
Jumlah	29

The test results showed that students' advertising writing skills improved in both groups. In the experimental group, the average student score increased from 67 in the pretest to 81 in the posttest. Furthermore, the number of students meeting the Minimum Completion Criteria (KKM) also increased, from 6 to 20. Meanwhile, in the control group, the average score increased from 60 to 70. The number of students meeting the KKM also increased, from 2 to 19. Based on the frequency distribution of post-test scores, the experimental class showed a higher spread of scores than the control class. Most students in the experimental class fell within the 80–89 range, while those in the control class fell within the 70–79 range. Although both groups showed improvement, the experimental group saw a greater improvement, a difference of 14 points, compared to the control group's 10-point increase. The comparison of average student learning outcomes is shown below.

Table 3  
Comparison of Learning Outcomes of  
Experimental Class and Control Class

Class	Pre-test	Post-test	Increase
Experiment	67	81	14
Control	60	70	10

These results indicate that the experimental class's advertising writing skills improved significantly compared to the control class.

### 3. The Effect of Canva-Based Infographics and Student Responses

The results of the normality test indicated that the data were normally distributed, allowing for hypothesis testing using a t-test. The calculated t-value of 1.8 was greater than the t-table value of 1.67 at a significance level of 0.05. Therefore, H<sub>0</sub> was rejected and H<sub>a</sub> was accepted, indicating that the use of Canva-based infographics significantly impacted students' advertising writing skills.

### DISCUSSION

The findings of this study indicate that the implementation of Canva-based infographics contributed to improving the quality of the learning process and students' advertising writing skills. This was reflected in the high level of student engagement during learning, improved learning outcomes in the experimental class, and positive student responses to the use of the media. Overall, the integration of digital-based visual media has been proven to create more interactive and meaningful learning than conventional approaches (Nurrita, 2018).

Students' active engagement during learning demonstrates that the use of Canva serves not only as a tool for delivering material but also as an exploration tool that allows students to construct knowledge through direct experience. Students not only understand the theoretical structure of advertising text but also apply it to real-world products through infographic design. This finding aligns with the multimedia learning theory proposed by Mayer (2009), which states that the integration of visual and verbal elements can increase the effectiveness of information processing. Furthermore, this finding is supported by research showing that the use of Canva media can increase student engagement and creativity in learning (Fajri et al., 2022). However, the dominance of visual and hands-on activities has not been fully accompanied by optimization of oral communication skills. Some students still show limitations in expressing opinions, responding to questions, and presenting work confidently. This

suggests that the use of digital media is more effective in developing visual and creative aspects than verbal communication. Thus, the effectiveness of learning is not only determined by the media used, but also by pedagogical strategies that are able to balance various student skills (Putra et al., 2023).

The teacher's role in this context is crucial as a facilitator guiding the learning process. The teacher's ability to integrate Canva into learning demonstrates that technology can be optimally utilized when supported by appropriate learning management. This finding aligns with research showing that the use of Canva-based media needs to be balanced with effective learning strategies to maximize student learning outcomes (Ramadhani et al., 2024). Furthermore, the high level of student engagement also requires a critical understanding. Student enthusiasm does not entirely reflect the media's intrinsic effectiveness; it can be influenced by the novelty effect. The use of technology-based media, even though it is relatively new to students, has the potential to temporarily increase learning motivation (Cndroningtyas, 2024). Therefore, the use of Canva needs to be carried out sustainably so that the resulting impact is not fleeting but can make a long-term contribution to the quality of learning.

Improved advertising writing skills in the experimental class demonstrate that Canva media makes a significant contribution to student learning outcomes. Students' abilities to organize ideas, construct persuasive sentences, and pay attention to the aesthetic aspects of writing develop more optimally when learning involves visual activities and hands-on practice. These findings align with research by Priska & Johan1, 2022, which showed that using the Canva app impacted poster writing skills. Furthermore, research by Nurhasana (2025) also demonstrated an improvement in students' advertising copywriting skills after using Canva. Similar findings were also presented by Sarif & Katima Ansar (2024), who stated that Canva significantly impacted students' advertising

copywriting skills. However, the improvement in learning outcomes was not entirely due to the use of Canva. Other factors such as learning motivation, student engagement, and the teacher's role in guiding the learning process also influenced the results. The fact that the control class also experienced improvement indicates that conventional learning still contributed, although not as significantly as the use of Canva. This confirms that learning media is a supporting factor in the learning system.

The very positive student response to the use of Canva indicates that this media can increase student interest, motivation, and engagement in learning. Students feel more engaged and enthusiastic because the learning is presented visually and interactively. These findings align with research showing that the use of Canva-based media can increase student motivation and creativity in learning (Risky et al., 2024). However, students' positive responses need to be critically examined as they may be influenced by subjective perceptions and the novelty effect. Therefore, consistent media use and the development of more varied learning strategies are necessary to maintain student motivation in the long term.

Overall, this study not only strengthens previous findings regarding the effectiveness of Canva media in learning, but also provides new contributions through the use of Canva-based infographics and the implementation of a pretest-posttest control group design in the context of eighth-grade students at SMP Negeri 2 Watulimo. Thus, this study expands the study on the use of digital media in Indonesian language learning, particularly in improving students' advertising text writing skills.

This study has several strengths that support the strength of the findings. First, the study used an experimental design involving an experimental class and a control class, allowing for a clear comparison of the effect of using Canva-based infographics on advertising text writing skills. Second, the research data were collected through



various instruments, namely observations of teacher and student activities, tests (pre-test and post-test), and student response questionnaires, providing a comprehensive picture of the learning process, learning outcomes, and affective aspects of students. Third, the results show consistency across data, where high student activity and positive student responses align with improved learning outcomes, thus strengthening the validity of the research findings.

Based on the research findings and existing limitations, several recommendations can be made. First, teachers are advised to utilize Canva-based infographics consistently in writing lessons, combining them with other learning strategies that can improve students' communication skills, such as discussions and presentations. Second, future research should involve a broader and more diverse sample to ensure better generalization of the results. Third, future researchers are also advised to examine other variables that could potentially influence students' writing skills, such as learning motivation, learning styles, and digital literacy. Fourth, the use of more diverse data collection methods, such as interviews or in-depth observations, is necessary to obtain more objective and comprehensive data.

## CONCLUSION

Based on the research findings, it can be concluded that the implementation of Canva-based infographics in teaching advertising text writing to eighth-grade students at SMP Negeri 2 Watulimo was very successful, as demonstrated by the high level of teacher and student engagement during the learning process. The use of this media has been shown to have a significant impact on advertising text writing skills, as evidenced by the higher learning outcomes of students in the experimental class compared to the control class. Furthermore, student responses to the use of Canva were very positive, indicating that this medium can increase student interest, motivation, and

engagement in learning. Therefore, Canva-based infographics are an effective alternative learning medium to improve the quality of the process and learning outcomes of writing advertising texts.

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