



Utilization of Canva in Improving Writing Procedure Text of Typical Cianjur Food in Class VII Students MTs Al-Mu'awanah Cianjur

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ABSTRACT

This study aims to improve knowledge of language rules and structures in procedural texts with the theme of Cianjur's typical food. The study was conducted in the odd semester of 2024/2025 at MTs Al-Mu'awanah Cianjur. This study uses a One-Group Pretest-Posttest Design. The population of this study was 33 students of class VII-B MTs Al-Mu'awanah Cianjur. The sample was determined as many as 31 students randomly selected using a simple technique without replacement. A test instrument was used to collect data on the use of Canva in learning procedural text skills. This instrument is valid because it is arranged objectively and systematically and is used on two occasions, namely before learning activities and after learning activities using Canva. Data were analyzed using parametric inferential statistical procedures. The analysis results data were validated internally using a checklist with time triangulation techniques. The results of this study indicate that students experienced an increased knowledge of structure and language rules in writing procedural texts. This can be seen from the students' scores on the pretest and posttest results. There is a difference in the scores from the two tests, which shows an increase. Also, using Canva with infographic design is efficacious in improving the ability to write procedural texts on Cianjur's typical food for class VII-B students of MTs Al-Mu'awanah Cianjur. Therefore, Canva can be a learning medium to improve students' ability to write procedural texts on Cianjur's typical food.

Keywords: Canva, writing, procedural texts, typical Cianjur food

Pemanfaatan Canva dalam Meningkatkan Menulis Teks Prosedur Siswa Kelas VII MTs Al-Mu'awanah Cianjur

ABSTRAK

Penelitian ini dimaksudkan untuk meningkatkan pengetahuan kaidah kebahasaan dan struktur pada teks prosedur bertema makanan khas Cianjur. Penelitian dilaksanakan pada semester ganjil 2024/2025 di MTs Al-Mu'awanah Cianjur. Penelitian ini menggunakan Desain *One-Group Pretest-Posttest*. Populasi penelitian ini adalah paa siswa kelas VII-B MTs Al-Mu'awanah Cianjur yang berjumlah 33 siswa. Sampel ditetapkan sebanyak 31 siswa yang dipilih secara random sederhana dengan teknik tanp pengembalian. Untuk mengumpulkan data pemanfaatan Canva dalam pembelajaran keterampilan teks prosedur digunakan instrumen tes. Instrumen ini valid karena disusun secara objektif dan sistematis yang digunakan pada dua kesempatan yakni sebelum kegiatan pembelajaran dan setelah kegiatan pembelajaran yang menggunakan Canva. Data dianalisis menggunakan prosedur statistik inferensial parametrik. Data hasil analisis divalidasi secara internal menggunakan daftar cek-ricek dengan teknik triangulasi waktu. Hasil penelitian ini menunjukkan bahwa peserta didik mengalami peningkatan terhadap pengetahuan struktur dan kaidah kebahasaan dalam menulis teks prosedur. Hal tersebut terlihat dari perolehan nilai peserta didik pada hasil *pretest* dan *posttest*. Terdapat perbedaan perolehan nilai dari kedua tes tersebut hal itu menunjukkan peningkatan. Serta, penggunaan *Canva* dengan desain infografis efektif dalam meningkatkan kemampuan menulis teks prosedur makanan khas Cianjur pada peserta didik kelas VII-B MTs Al-Mu'awanah Cianjur. Oleh karena itu, pemanfaatan *Canva* dapat dijadikan media pembelajaran untuk meningkatkan kemampuan peserta didik dalam menulis teks prosedur makanan khas Cianjur.

Kata kunci: Canva, makanan khas Cianjur, menulis, teks prosedur

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INTRODUCTION

Education has undergone many changes, especially in the 21st-century learning era, with the development of technology that facilitates access to information. Currently, various applications and websites can be used to support learning activities, especially in improving language learning. There are four language skills; among them, writing is the most complex activity because it requires critical and creative thinking.

Writing is an activity that conveys feelings and thoughts through writing. According to Tarigan (2008), writing is an expressive and productive activity. According to Semi (2007), writing is a creative activity that involves transferring ideas into written symbols. Therefore, writing is considered one of the most complex language skills. Writing is a complex activity and requires a goal and ideas that are transferred into a meaningful written symbol. Learning Indonesian at the junior high school level includes one form of text, procedural puzzles.

Procedural text is a text in Indonesian language lessons. Procedural text is a text that details the stages of doing something in detail. According to Kosasih & Kurniawan (2018), procedural text is a text that explains clear and easy-to-follow step-by-step instructions. According to Arianto et al. (2021), the structure of the procedural text consists of a title, purpose, materials and tools, and steps. Meanwhile, according to Kosasih & Kurniawan (2018), the procedural text has three main parts: title, purpose, tools and materials, and steps. This systematics is for a recipe that requires exposure to tools and materials. Guides other than recipes do not require tools and materials.

Recipes are one form of procedural text often found in everyday life. Each region's cuisine has its own characteristics, which are called local wisdom. Local wisdom is the values of truth that have taken root and become part of the traditions of a region (Njatrijani, 2018). According to Jamal Ma'mur (in Pingge, 2017), local wisdom includes aspects of culture, economy, information

technology, communication, etc. Meanwhile, according to Sibarani (in Rinawati et al., 2017), local wisdom is the knowledge or policy of a society derived from the noble values of cultural traditions. Local wisdom in traditional food is a very valuable ancestral heritage. Preserving this is the same as strengthening the identity and character of the Indonesian nation (Rinawati et al., 2017).

To preserve local wisdom, it can be linked to education. This is an effort to preserve traditional food amidst the flow of foreign culinary modernization that is popular with the younger generation (Rismanto & Mulyaningtyas, 2024). Local wisdom is often ignored because it is considered irrelevant to the present (Ningsih et al., 2019). Therefore, integrating local wisdom in education and daily life is needed to ensure that future generations are connected to their cultural roots. If local wisdom is not cultivated, each region will fade, resulting in the younger generation not knowing their culture (Faiz & Soleh, 2021). It is essential for students not only to understand the uniqueness of their region but also to be able to communicate it in writing. One engaging and effective way to develop writing skills, especially in compiling procedural texts with the theme of regional specialties, is through interactive digital media, such as Canva.

Canva is one of the digital learning media used in 21st-century education. According to T. Wulandari and Mudinillah (2022), Canva is an online design application that offers various graphic designs, including presentations, pamphlets, posters, graphics, banners, invitation cards, and photo editing. Another opinion was also expressed by Hersita (in Mala et al., 2023), stating that Canva offers resources for creating presentations, resumes, pamphlets, brochures, and others. Canva is a medium that allows students to learn visually and practice literacy skills (Adawiyah et al., 2019).

A learning medium certainly has advantages and disadvantages, and Canva also has advantages, especially as a learning medium. As stated by



Mulyana & Syamsiyah (2021), Canva has many advantages, such as being a digital-based media that has many free features and can be used on mobile devices so that it is easily accessible to students. Meanwhile, according to Harahap et al. (2022), the disadvantages are that Canva must be accessed via the Internet, and both free and paid designs must be done via the Internet.

Based on the results of interviews conducted at MTs Al-Mu'awanah Cianjur with Indonesian language teachers, grade VII students have difficulty understanding the language rules and structure of procedural texts and practicing the steps. The lack of creativity in utilizing innovative learning media is also a factor that influences student enthusiasm.

One alternative solution to this problem is to use Canva as a learning medium. Canva is a technology-based application that provides various design templates, including infographics. It is hoped that Canva will help students convey their ideas and concepts in an attractive visual form, thereby increasing creativity in writing procedural texts (Rizanta & Arsanti, 2022).

The use of Canva media has also been applied in research by Khairunnisa et al. (2023) entitled "Application of Canva Media in Learning Procedural Text Writing Skills Using Discovery Learning Class VII." Moreover, other researchers carried it out with the title "Development of Videos Based on the Canva Application for Learning to Write Procedural Texts" by Jannah et al. (2022). The similarity between these studies is that both use Canva as a medium for writing procedural texts. In contrast, the main difference between this study and the study lies in using features in Canva. This study focuses on increasing knowledge of linguistic rules and structures in writing procedural texts of Cianjur specialties in the form of infographics by utilizing Canva.

METHOD

This study uses a quantitative approach with a One-group Pretest-Posttest research design, which aims to determine the improvement of

student learning in writing procedural texts using Canva as a learning medium. In the use of design, there are measurements before and after treatment (Sugiyono, 2016). The One-Group Pretest-Posttest design can be described as follows.

O1 X O2

Figure-1

One-Group Pretest-Posttest Design

Description:

O1 = Pretest value (before treatment)

X = Treatment

O2 = Posttest value (after treatment)

This research was conducted in class VII-B MTs Al-Muawanah Cianjur. This school is located at Jl. Taifur Yusuf No. 43, Pamoyanan Village, Cianjur District, Cianjur Regency, West Java.

The sample in this study were class VII-B participants who took part in learning to write procedural texts on the topic of Cianjur's typical food. The number of class VII-B students was 31 people.

This study used a data collection technique in the form of a test. The test was conducted to determine the improvement in learning to write procedural texts on Cianjur's typical food before and after using Canva. This test contains questions representing one type of variable being measured (Sahir, 2021).

The data were analyzed using statistical test procedures, namely the normality test. The normality test is used for basic tests before further analysis (Arifin, 2014). The decision standard in the normality test in SPSS is if the significant value of the normal distribution is greater than 0.05, while if it is less than 0.05, then the data is not normally distributed. If the data is normally distributed, then the test is continued with the Paired Sample T-test, and if it is not regular, the Wilcoxon Test is used.

Checklists are used to validate the analysis data internally internally. The technique used is time triangulation (Razak, 2020).

RESULTS

As part of your learning with Canva, you will be guided to create an infographic. Infographics, as visual media, are a powerful way to present data, information, or knowledge clearly and engagingly (Resnatika et al., 2018). This practical application of Canva is a key part of the learning process. "First, open Canva; it can be done directly through the application or accessed via the website. The results are seen in Figure 2 below.



Figure-2
Home Page Display on Canva

Second, you will find various features you can use or create your own design by selecting 'create a design.' Then, you can confidently search for 'infographics' using the search column.

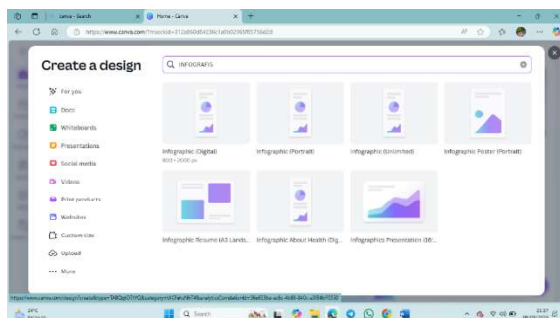


Figure- 3
Infographic Design Search Display in the Search Column

Third, create a procedural text infographic design that will suit your needs.

a. You can use the template available on Canva or even create your design without using a design like the one in Figure 4.

b. You can add elements that match the design concept that you will create to make it attractive. If you need to find the required elements, you can search in the search column, as shown in Figure 5 and Figure 6

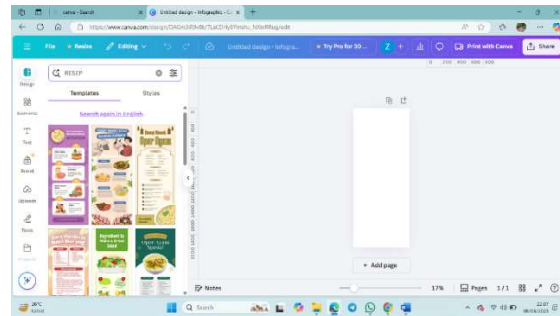


Figure-4
View of Various Templates that can be Used

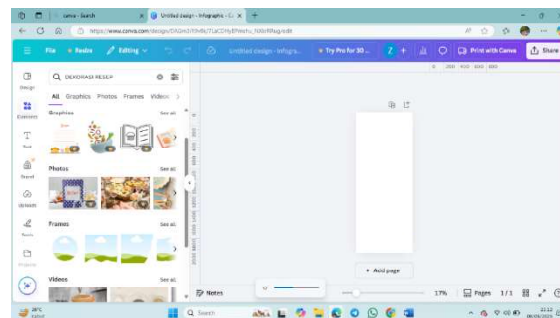


Figure-5
View Selecting Various Available Elements

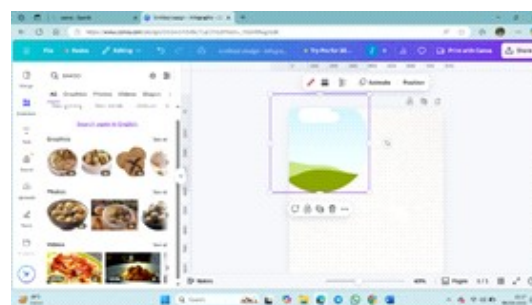


Figure-6
View Adding "Frame" Element to Design

c. Apart from that, you can add writing using the font feature to make the design more attractive. You can use font templates directly or add customizable text.

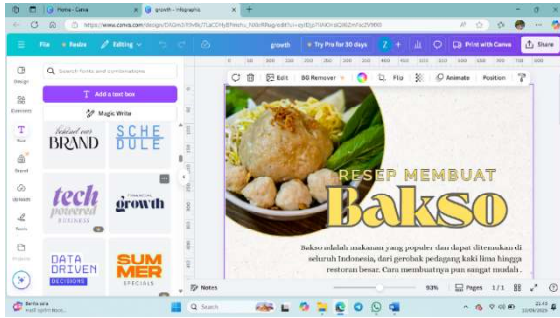


Figure-7
View Adds Text Using Available Formats

Fourth, you can change the color of the writing and the style of the writing in the design (Figure 8). Not only that, you can also change the color of the writing (Figure-9).



Figure-8
Change Text Style View

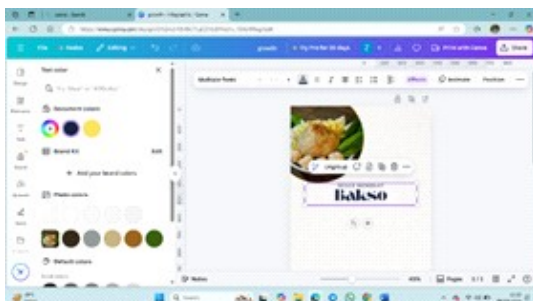


Figure-9
View to Change Color on Text

Fourth, after completing the infographic design, you can save or download it in various formats such as PNG, JPG, or PDF.

- You can press the "share" button or the arrow in the upper right corner (Figure 10)
- Then, you can press "download" (Figure-11)“c. After that, it will display a selection of file format types to be saved. Then, click "download". (Figure-12)

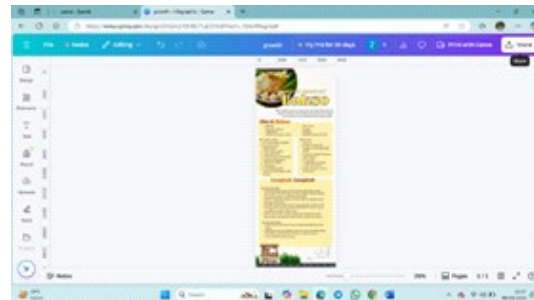


Figure-10
View of the Design Ready to Download

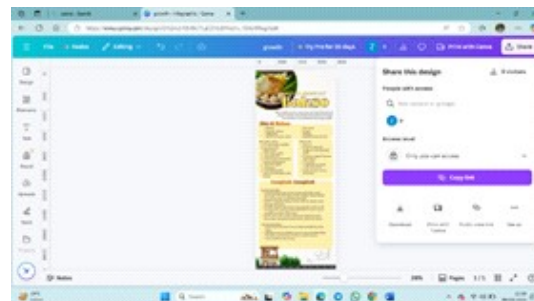


Figure-11
View Download Design Result File

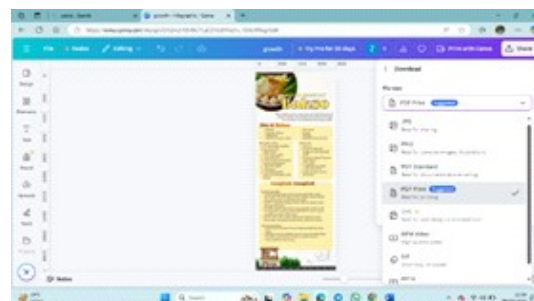


Figure-12
View when Selecting Design File Type to Download

The data used to describe how learning to write procedural texts about Cianjur's specialties before and after using Canva was obtained through a test. This test was conducted twice: the initial test (pretest) and the posttest. The pretest was conducted before using Canva, and the posttest after using Canva. The results of the Cianjur specialties procedural text writing test showed differences between the pretest and (posttest). This can be seen from the use of linguistic rules and the structure of the Cianjur specialties procedural text created by students in the pretest and posttest.

The results of the initial test (pretest) showed that students had difficulties; this could be caused by a lack of knowledge or understanding of students regarding the structure and language rules of procedural texts and a lack of information on how to make "Cianjur Specialties" namely Geco, Tauco, Fish Pismol, Bajigur, Rogan, Roti Tan Kencu, Chicken Porridge, Maranggi, Pickles and Sweets. This also influenced how to use the structure of the procedural text during the initial test (pretest). However, the results of the final test (posttest) showed an increase in the structure and language rules of the procedural text. This can be seen from the completeness of the language rules and structure in the procedural texts they wrote.

Structure of Procedural Texts

in this study, the assessment of the structure of the procedural text that needs to be considered is four structures, namely title, purpose, tools and materials, and steps. The structure aligns with the procedural text proposed by Kosasih and Kurniawan (2018). The structure of the procedural text consists of a) the title is the first part that shows an overview of the contents of the procedural text, b) the objective is an optional part, providing an overview of the final result to be achieved in the procedural text, c) tools and materials, namely in this section are optional. Usually, if the procedural text includes making something or a recipe, and d) steps, this section is the central part of a procedural text, which contains the stages that need

to be followed—the results of the initial test analysis of the procedural text structure.

Based on the initial test (pretest) of 31 students, one of them was able to write a procedural text with a complete structure, namely PD12.

Then, as many as 12 students could only write procedural texts using three structures. PD01, PD05 to PD07, PD17, PD18, PD21, PD24, PD25, PD27, PD28 could only write three structures in the procedural text. The procedural text written by PD01, PD05 to PD07, PD18, PD21, PD24, PD25, PD27, PD28 includes the title, materials and tools, and steps.

At the same time, PD17, the structure of the procedural text written by the student, contains the objectives, materials, tools, and steps. Then, as many as 18 students could only write one to two procedural text structures, including tools, materials, and steps. As for PD02, PD03 PD08 to PD11, PD13, PD15, PD16, PD19, PD20, PD22, PD25, and PD26 which are able to contain the structure. Meanwhile, in the post-test results, almost all students, namely 30 students, could write a complete procedural text structure, including the title, objectives, tools and materials, and steps. However, one student was only able to write three procedural text structures. The student who could only contain the three structures was PD06, which included the title, materials and tools, and steps.

Language Rules for Procedural Texts

According to Sari & Nuraida (2020), procedure text consists of several language rules such as temporal conjunctions, imperative sentences, marker numbers, and declarative sentences. The results of the analysis of the use of language rules and the structure of the Cianjur food procedure text are as follows.

Based on the initial test (pretest), 14 out of 31 students could write procedure texts containing three language rules. Meanwhile, PD02, PD05, PD06, PD08, PD09, PD13, PD15, PD15, PD17, PD20, PD24, PD26 to PD29, on average, wrote procedure texts containing three language rules consisting of imperative sentences.



A total of 15 students could only include one to two language rules for procedure texts. Students who can write two language rules in the procedural text, namely PD01, PD07, PD18, PD21, and PD31, contain imperative sentences and number markers in the written procedural text. Furthermore, PD03, PD10, PD25, and PD30 contain imperative sentences and temporal conjunctions. PD16 contains language rules in the procedural text, namely imperative and declarative sentences.

Then, two out of 31 students did not include language rules in the procedural texts they created. The two students, PD14 and PD23, only included materials and tools because language rules in procedural texts are usually used in stages or step structures. Meanwhile, several other students could only write one language rule for procedural texts containing imperative sentences, including PD04 and PD19. Then, PD11, PD12, and PD22 included temporal conjunctions as language rules in the procedural texts they wrote.

Meanwhile, the results of the final test (posttest) of 31 students showed that 25 could write four complete language rules for procedural texts. Among the students who obtained this score were PD01, PD03, PD05, PD07 to PD09, PD11 to PD17, PD19 to PD21, PD23 to PD31, who were able to write imperative sentences, temporal conjunctions, marker numbers, and declarative sentences as language rules for the written procedural texts. As in the PD09 procedural text, there is an imperative sentence, "Add condensed milk to taste," and a temporal conjunction, "After cooking, remove and cool." In addition, six other students could only include three language rules in the procedural text, including PD02, PD04, PD10, PD18, and PD22. As in the PD10 procedural text, there is an imperative sentence: "Put the yeast into the boiled soybean mixture, then stir well."

After the application of Canva in procedural text learning, it was proven that there was a significant increase in writing skills compared to before using the application. It can be seen in the pretest, the average score was 62.90, with the

lowest score of 50 and the highest score of 80. Meanwhile, the average posttest score was 92.60, with the lowest score of 85 and the highest score of 100. So, the average difference obtained between the pretest and posttest was 29.68. The increase in learning outcomes proves that the post-test results are higher than the pretest.

The results of this study are based on the results of the pretest and posttest completed by students. The test sheet aims to measure the student's ability to creatively write procedural texts against using the Canva application. The data obtained from the pretest and posttest results were carried out in one class, which will later be compared to determine the increase in creativity in writing procedural texts using the Canva application for class VII-B MTs Al-Mu'awanah Cianjur students. Referring to the calculations done previously, several differences exist in the results of the pretest and posttest scores. This can be seen in the following table.

Table-1
Statistic Descriptive

	N	Min	Max	Mean	Std. Deviation
Pretest	31	50	80	62,9	9,108
Posttest	31	85	100	92,58	4,808
Valid N (listwise)	31				

The descriptive statistical results of the pretest and posttest scores are shown in the table above; there is an increase in the students' minimum and maximum scores in the pretest and posttest. In the pretest, the lowest score was 50, and the highest was 80, with an average of 62.90. Meanwhile, in the posttest, the lowest score was 85, and the highest was 100, with an average of 92.58. Furthermore, the analysis was carried out by applying a statistical test, namely the normality test. The table below shows the results of the data Normality Test

Table-2
Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,183	31	0,01	0,902	31	0,008
Posttest	0,253	31	0	0,871	31	0,001

Based on the data normality test results, the Shapiro-Wilk Test for creativity in writing procedural texts for Cianjur specialties using Canva shows that the two data are not normally distributed. The results of the data normality test show that the pretest significance value is 0.008 and the posttest significance value is 0.001 with a level of 0.05 each, so H_0 is rejected. Furthermore, because the two data obtained when conducting the normality test are generally not distributed, the next test will be carried out using the Non-Parametric Test, namely the Wilcoxon Test.

Table-3
Uji Wilcoxon

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	0	0
	Positive Ranks	31 ^b	16	496
	Ties	0 ^c		
	Total	31		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Before conducting a hypothesis test, it is essential to understand the basis for decision-making from the Wilcoxon Test. According to (Arifin, 2014:130), the basis for decision-making in the Wilcoxon Test is as follows.

- 1) If the probability or Asymp. Sig. (2-tailed) > 0.05 then H_0 is accepted.

- 2) If the probability or Asymp. Sig. (2-tailed) < 0.05 then H_0 is rejected. "The hypotheses used in this study are as follows.

H_0 : Using the Canva application cannot increase creativity in writing procedural texts for Cianjur specialties for MTs Al-Mu'awanah Cianjur students.

H_a : Using the Canva application can increase creativity in writing procedural texts for Cianjur specialties for MTs Al-Mu'awanah Cianjur students.

Table-4
Hypothesis Test

Test Statistics ^a	
	Posttest - Pretest
Z	-4,870 ^b
Asymp. Sig. (2-tailed)	0
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the data from the Wilcoxon hypothesis test in the table, it can be concluded that there is an increase in the ability to write creative procedural texts with the use of the Canva application in class VII-B MTs Al-Mu'awanah Cianjur. The Asymp evidences this. Sig value, (2-tailed) 0.000 < 0.05, so H_0 is rejected and H_a is accepted. Thus, it can be concluded that "Utilization of the Canva application can increase creativity in writing procedural texts for cianjur's typical food in MTs Al-Mu'awanah Cianjur students."

Furthermore, the N-Gain Test was conducted to measure the effectiveness or improvement of the ability to write procedural texts on Cianjur's typical food in class VII-B MTs Al-Mu'awanah students using the Canva application with infographic design. The calculation formula for the NGain test is as follows.

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Posttest Score}}$$

Figure-13
N-Gain Test Formula

The calculation of the N-Gain score is as follows.

Table-5
N-Gain Score Category

Nilai <i>N-Gain</i>	Category
$g > 0,7$	high
$0,3 \leq g \leq 0,7$	midle
$g < 0,3$	low

The following table contains the division of N-Gain acquisition categories, expressed as a percentage.

Table-6
N-Gain Percentage Category Interpretation

Percentage	Interpretation
< 40	ineffective
40 - 55	less effective
56 - 75	quite effective
> 76	effective

The N-Gain test results are shown in the following table.

Table-7
N-Gain Test

	N	Min	Max	Mean	Std. Deviation
<i>N-Gain</i> Score	31	0,25	1	0,78	0,17
<i>N-Gain</i> Percent	31	25	100	77,70	16,75
Valid N (listwise)	31				

Based on the data in the table above, the average value of the N-Gain score was 0.77, which is included in the high category. Meanwhile, the N-Gain percent obtained, 77.70%, is included in the effective category. So, it can be concluded that the use of the Canva application with infographic design can improve the ability to write procedural texts for Cianjur specialties for students at MTs Al-Mu'awanah Cianjur; this can be seen from the results of the students' posttest and pretest.

Based on the statistical test results, it can be concluded that students experienced an increase in knowledge of linguistic rules and the structure of procedural texts for Cianjur specialties. Also, the use of the Canva application with infographic design is efficacious in improving the ability to write procedural texts for Cianjur specialties for students at MTs Al-Mu'awanah Cianjur; this can be seen from the results of the students' posttest and pretest.

DISCUSSION

Local wisdom is not just a concept but a crucial element in the world of education. Students must be well-versed in local wisdom, especially their regional specialties, to prevent them from being overshadowed by the rapidly advancing modern era. Preserving local wisdom is synonymous with fortifying the identity and character of the Indonesian nation. Students, the torchbearers of cultural values, are responsible for ensuring their preservation.

This aligns with the views of experts and several authors in scientific journal articles. To build cultural values and strengthen national identity, preserving local wisdom is essential, especially in the school environment (Rinawati et al., 2017; Sudarwan, 2008; Pingge, 2017; Ningsih et al., 2019).

Furthermore, learning media plays a pivotal role in igniting students' interest in the learning process. The use of interactive learning media, in particular, has the potential to significantly boost student motivation, underscoring its power in the educational landscape.

Regarding the important role of learning media in the learning process it aligns with the opinions of several authors of scientific journal articles. The scientific journal articles include (Hasanah & Hasanah, 2024 Hendra & Afriyandi, 2023; Wayan Arsana et al., 2022; Wulandari et al., 2023).

CONCLUSION

Referring to the results of the pretest and posttest scores, students experienced an increase. It can be seen from the results of the pretest that students experienced difficulties, this can be caused by a lack of knowledge or understanding of students regarding the structure and language rules of procedural texts and a lack of information on how to make "Cianjur specialties" namely Geco, Tauco, Fish Pismol, Bajigur, Rogan, Roti Tan Kencu, Chicken Porridge, Maranggi, and Pickled and Sweetened. This also affects how the procedural text structure is used during the pretest. During the pretest, one of the 31 students could write a procedural text with a complete structure, namely PD12. Also, 14 students could write a procedural text using four complete language rules.

Meanwhile, in the posttest, 30 students could write a procedural text with a complete structure, and one could only use three procedural text structures. In using language rules, 25 students were able to write four language rules for procedural texts, and five other students could write three language rules for procedural texts. After implementing the Canva application in procedural text learning, it was proven that there was a significant increase in writing skills compared to before using the application.

The average pretest score was 62.90, with the lowest score of 50 and the highest score of 80. Meanwhile, the average score for the final test (posttest) was 92.60, with the lowest score of 85 and the highest score of 100. So, the difference in the average score obtained between the initial test (pretest) and the final test (posttest) was 29.68. The increase in learning outcomes is proven by the fact that the final test results (posttest) are

higher than the initial test (pretest). The Asymp can prove this based on the Wilcoxon test. Sig. (2-tailed) $0.000 < 0.05$, so H_0 is rejected, and H_a is accepted. Thus, using the Canva application can improve the creativity of writing procedural texts for students of MTs Al-Mu'awanah Cianjur in 2024/2025 because using this media can improve the skills of writing procedural texts. Meanwhile, the average value of the N-Gain score test, 0.77, is included in the high category, and the N-Gain percent, 77.7%, is included in the effective category. It can be concluded that the use of the Canva application with infographic design can improve the ability to write procedural texts for Cianjur specialties for students of MTs Al-Mu'awanah Cianjur; this can be seen from the results of the pretest and posttest of students.

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