The Effectiveness of Canva Application and Project-Based Learning Model to Improve Writing Skills of Procedural Texts for 11th Grade Students of SMA Negeri 10 Sidrap

Hasnani
hasnanisuardi@gmail.com

Rustam Efendy Rasyid
vandyv93@gmail.com

Yusmah
yusmah.umsrappang@gmail.com

Universitas Muhammadiyah Sidenreng Rappang

ABSTRACT

This study aims to determine the effectiveness of using the Canva application and a project-based learning model in enhancing the procedural text writing skills of 11th-grade students at SMA. This research employs a quantitative approach with a quasi-experimental design, comparing the learning outcomes of students in the control class taught using conventional methods and the experimental class utilizing Canva in project-based learning. The primary focus of the research is to evaluate the differences in learning outcomes, student engagement in the learning process, and their responses to the applied method. The results indicate a significant difference between the two groups. In the experimental class, all students (100%) achieved mastery learning with an average score of 86.48, while only 25% of students in the control class achieved mastery with an average score of 75.31. Furthermore, the student learning outcomes in the experimental class were dominated by the categories "Very Good" (60.60%) and "Good" (39.39%), while the control class was dominated by the categories "Fair" (56.25%) and "Good" (43.75%). This shows that the Canva and project approach successfully promoted higher and more even learning achievements. Regarding the learning process, observations revealed that writing activities, Canva usage, and project implementation in the experimental class were categorized as "Very Well Implemented," each with a percentage above 87%. Students also showed high enthusiasm, as seen in survey results where over 93% of students provided "Very Positive" responses to writing activities, Canva usage, and the project model. This affirms that the applied learning model is not only effective in improving outcomes but also in fostering student participation and interest in learning. Based on these findings, it can be concluded that learning to write procedural texts with the support of the Canva application and a project-based approach is significantly more effective than conventional methods. This approach not only improves students' learning outcomes quantitatively but also enhances the quality of the learning process, engagement, and learning satisfaction. Therefore, it is recommended that teachers implement this model

as an alternative strategy in developing students' writing and digital literacy skills.

Keywords: Canva Application; Project Based Learning; Writing Skills

INTRODUCTION

Writing skills represent a crucial aspect of language learning, especially in Indonesian language education at the senior high school level. One of the key text types that students must master is the procedural text, which provides systematic steps to carry out an activity or create something. However, initial observations in class XI at SMA Negeri 10 Sidrap reveal that many students struggle to organize procedural texts coherently and engagingly. This difficulty is reflected in the students' low average scores in writing tasks related to procedural texts. One major factor contributing to the students' weak writing skills is the lack of variation in teaching methods and limited integration of technology in the learning process. Traditional and monotonous instructional methods tend to reduce students' motivation, especially in writing, which requires both structure and creativity. Therefore, there is a growing need for innovative teaching methods that can enhance students' writing abilities and engagement in the learning process.

Canva, a web-based graphic design application, emerges as a potential digital tool to improve writing instruction. Its intuitive interface and rich selection of templates enable students to creatively organize information into attractive visual formats. In the context of procedural text writing, Canva can help students better conceptualize and visually represent the steps they are describing, leading to clearer and more engaging outcomes. Previous research has shown that using Canva in the classroom significantly improves students' writing performance. For instance, Hanifah and Shofiani (2025) found that students' average writing scores increased from 77.69% to 84.53% after integrating Canva into the lesson. This improvement highlights Canva's potential in boosting students' understanding and execution of procedural texts through visual learning strategies.

Besides media, the instructional model used also plays a crucial role in improving writing outcomes. The Project-Based Learning (PBL) model offers an active and collaborative learning experience, where students produce tangible outcomes, such as written projects or visual artifacts. PBL encourages critical thinking, planning, and peer collaboration, all of which are essential to mastering complex skills like writing procedural texts. Research conducted by Kamaria, Budiyono, and Kusmana (2020) supports the effectiveness of the PBL model in enhancing procedural writing. Their study showed that students' scores improved from 68% in the first cycle to 88% in the second cycle after implementing PBL. This indicates that learning through projects allows students to be more engaged and responsible for their learning process, especially in writing.

Integrating Canva with Project-Based Learning can potentially create a more interactive and enjoyable learning experience. Students are no longer limited to

conventional writing methods but are encouraged to collaborate and create visual representations of their writing products. This combination is expected to increase not only students' writing performance but also their creativity and digital literacy. Given these considerations, this study aims to investigate the effectiveness of using the Canva application in combination with the Project-Based Learning model in improving the procedural text writing skills of class XI students at SMA Negeri 10 Sidrap. The results of this research are expected to contribute to the development of innovative and effective instructional strategies, which can serve as a reference for teachers in designing more engaging writing lessons in the digital era.

LITERATURE REVIEW

The teaching of writing in Indonesian language learning has long been recognized as a vital component in developing students' language competencies. Writing is not only a productive skill but also a complex cognitive activity that involves planning, organizing, drafting, and revising. According to Tarigan (2008), writing enables students to communicate ideas systematically and logically. Therefore, writing procedural texts, which require sequential thought and clear structure, presents both an opportunity and a challenge for students in senior high school. Procedural text is one of the genres that demands clarity, accuracy, and logical sequencing of steps. Kosasih (2014) explains that a procedural text serves to guide the reader in doing something step-by-step. Mastering this type of text helps students improve both their critical thinking and their ability to convey information effectively. The teaching of procedural texts, therefore, should be supported by appropriate methods and media that can facilitate students' understanding of its structure and linguistic features.

The integration of technology in language learning, particularly through digital media, has become increasingly relevant. Canva, a free and accessible graphic design platform, has shown great promise in supporting students' writing, especially in terms of visualizing abstract ideas. According to Hanifah & Shofiani (2025), Canva helps students produce more structured and visually appealing procedural texts. Through infographics and templates, students can arrange steps more clearly, which aids comprehension and improves writing quality. In addition to digital media, learning models also significantly influence students' outcomes. Project-Based Learning (PBL) has gained popularity as an instructional approach that emphasizes student-centered and experiential learning. Thomas (2000) describes PBL as a model that encourages learners to engage in problem-solving and collaborative projects to produce concrete outputs. When applied to writing, PBL can transform passive learning into active participation, where students are more involved in the writing process from planning to presentation.

Empirical studies have supported the use of PBL in writing instruction. Kamaria, Budiyono, and Kusmana (2020) found that procedural text writing improved significantly when students engaged in project-based activities. Students not only wrote texts but also applied them in real-world contexts such as making tutorials or

designing instructional materials. This relevance makes learning more meaningful and memorable, enhancing both retention and skill application. The combination of Canva and PBL has the potential to create a dynamic and creative writing environment. Canva facilitates visual learning, while PBL provides structure through real-world project engagement. According to Pratama & Astuti (2021), the dual implementation of media and model can cater to students' diverse learning styles, making the writing process more accessible and enjoyable. Furthermore, students are more motivated when they feel ownership of their projects and see tangible results of their learning.

Motivation and engagement are also critical factors in successful writing instruction. Sardiman (2012) emphasizes that students learn best when they are motivated and actively involved. Through PBL and Canva, students are encouraged to be more autonomous and creative, thereby increasing their intrinsic motivation. The collaborative nature of projects also helps students develop soft skills such as communication and teamwork, which are valuable beyond the classroom. The literature supports the integration of digital tools and innovative instructional models to enhance students' writing abilities. Specifically, using Canva in conjunction with Project-Based Learning offers a promising strategy for improving procedural text writing. These approaches align well with 21st-century learning goals, which emphasize creativity, digital literacy, collaboration, and critical thinking. Thus, this study aims to contribute to this growing body of research by exploring the combined effect of Canva and PBL on students' writing performance in procedural texts.

METHOD

Design and Sample

This study employed a quantitative approach with an experimental design to examine the effectiveness of Canva and Project-Based Learning (PBL) in enhancing students' procedural text writing skills. The experimental method allowed the researcher to compare learning outcomes between two groups: an experimental group exposed to Canva and PBL and a control group taught using conventional methods. The population of this research comprised all class XI students of SMA Negeri 10 Sidrap, totaling 65 students. Using purposive sampling, the researcher selected two classes: one as the experimental group consisting of 33 students, and the other as the control group with 32 students. The experimental group received instruction integrating Canva and PBL, while the control group followed traditional teaching methods. Both groups participated in pre-test and post-test assessments to evaluate the improvement in their procedural text writing skills.

Instruments and Procedures

Data were collected using several instruments: writing tests, observations, questionnaires, and documentation. The writing tests functioned as the primary tool to assess students' procedural writing ability before and after the instructional intervention. The test was constructed based on established criteria such as text structure, coherence, clarity, grammar, and creativity, with a scoring rubric adapted from standard writing assessment frameworks to ensure both validity and reliability. Observations were conducted throughout the learning process to monitor student engagement and classroom activities. Questionnaires were distributed to gather students' perceptions and feedback regarding the use of Canva and PBL. Furthermore, supporting documents such as lesson plans and students' written work were collected to enrich the analysis. The same writing test was administered in both the pre-test and post-test phases to maintain consistency in measurement.

Data Analysis

The data analysis involved both descriptive and inferential statistical techniques. Descriptive statistics were employed to summarize and compare the mean scores from the pre-test and post-test for both groups, providing a general overview of students' performance changes. To determine the significance of the observed differences, inferential statistics were applied, specifically paired sample t-tests to examine within-group differences and independent sample t-tests to assess differences between the experimental and control groups. The significance level was set at 0.05, ensuring rigorous statistical interpretation. This combination of analytical techniques allowed for a thorough evaluation of the instructional impact of Canva and PBL on students' writing proficiency.

RESULT AND DISCUSSION

The results of this study were obtained through a series of tests conducted before and after the treatment in both experimental and control groups. The pre-test aimed to measure students' initial ability in writing procedural texts, while the post-test was conducted after the application of Canva and Project-Based Learning (PBL) in the experimental class. The pre-test results showed that the average score of the experimental group was 68.45, while the control group scored an average of 67.12. This indicates that the initial writing abilities of both groups were relatively similar and comparable, which confirms that the groups were equivalent before the intervention.

After the intervention, the post-test scores revealed a significant improvement in the experimental group. The average score of the experimental group increased to 84.12, while the control group's average score only increased to 72.45. This result shows a larger improvement in the experimental group compared to the control group.

The improvement in the experimental group was attributed to the integration of Canva and the PBL model. Students were more engaged, creative, and better able to organize procedural steps in their writing due to the visual and collaborative nature of the project-based activities. The statistical analysis using paired sample t-test showed that the p-value for the experimental group was $0.000 < 0.05$, indicating a significant improvement after the treatment. Meanwhile, the control group also showed an improvement, but the p-value was 0.043, which, although significant, was less than that of the experimental group.

In addition, an independent sample t-test was conducted to compare the post-test results between the two groups. The test yielded a p-value of $0.002 < 0.05$, indicating that there was a statistically significant difference between students taught using Canva and PBL and those taught using conventional methods. Students in the experimental group also demonstrated better performance in organizing ideas, using imperative verbs, and visualizing instructions through infographics. The visual elements in Canva helped them structure their texts more clearly and attractively. These results support the hypothesis that integrating Canva and PBL significantly enhances students' writing performance in procedural texts compared to conventional methods.

Table 1. Comparison of Pre-Test and Post-Test Scores

Group	N	Pre-Test Mean	Post-Test Mean	Improvement	P-value (paired t-test)
Experimental	33	68.45.00	84.12.00	+15.67	0.000
Control	32	67.12.00	72.45.00	+5.33	0.043
Difference					**p = 0.002 (independent t-test)**

The results of the study indicate that the integration of Canva and Project-Based Learning (PBL) had a significant effect on students' ability to write procedural texts. The experimental group outperformed the control group both in terms of score improvement and quality of written output. This supports previous findings by Hanifah & Shofiani (2025) that Canva improves writing clarity and student engagement. The use of Canva provided students with visual aids that helped them better understand how to structure their texts. The infographics they created allowed them to present steps clearly, logically, and appealingly, which is crucial in procedural writing. This confirms the theory by Mayer (2009) that visual representations enhance comprehension and retention in writing tasks.

The PBL model further enhanced students' skills by engaging them in meaningful and collaborative writing tasks. Students worked in groups to create real-world writing projects, which helped them develop not only their writing ability but also

their critical thinking, teamwork, and problem-solving skills. Compared to traditional instruction, which often focuses on rote writing and grammar correction, the PBL approach encouraged students to take ownership of their learning. This aligns with Thomas (2000), who emphasized that project-based instruction increases student motivation and learning outcomes. The improvement in writing structure and coherence in the experimental group can also be attributed to the continuous peer and teacher feedback embedded in the PBL process. As students progressed through their projects, they revised and refined their texts based on formative feedback, resulting in more polished final products.

Moreover, students reported higher levels of motivation and satisfaction when using Canva. They found the platform user-friendly and appreciated the creative freedom it offered. This motivation translated into higher effort and better writing outcomes, confirming the views of Sardiman (2012) on the role of motivation in learning. In contrast, the control group, which followed conventional writing lessons, showed limited improvement. Without the visual and collaborative elements of Canva and PBL, students found it more challenging to organize their thoughts and stay engaged during the writing process. the combination of Canva and Project-Based Learning proved effective in significantly improving students' procedural writing skills. These findings suggest that educators should consider integrating visual design tools and active learning strategies to enhance student outcomes in writing.

CONCLUSION

This study concludes that the integration of Canva and the Project-Based Learning (PBL) model is effective in improving students' ability to write procedural texts. The experimental group, which received instruction through Canva and PBL, demonstrated a significant increase in their post-test scores compared to the control group. This improvement reflects not only in the quantitative data but also in the quality of students' written outputs, particularly in terms of structure, coherence, creativity, and clarity. The use of Canva allowed students to visualize their procedural steps, thereby enhancing the clarity and appeal of their texts. Meanwhile, PBL encouraged active learning, collaboration, and critical thinking, which led to greater student engagement and motivation. These two instructional elements worked synergistically to foster an interactive and student-centered learning environment that supports the development of writing skills. Overall, this research supports the integration of digital media and innovative pedagogies in language instruction. It recommends that educators adopt Canva and project-based strategies to optimize the teaching of procedural texts, particularly in senior high school settings. The success of this approach also opens avenues for further research on its application in other text genres and educational levels.

REFERENCES

Ahmad, J. (2015). *Metodologi penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Arsyad, A. (2011). *Media pembelajaran*. RajaGrafindo Persada.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83*(2), 39–43. https://doi.org/10.1080/00098650903505415

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Hanifah, L., & Shofiani, K. A. (2025). Efektivitas Canva dalam peningkatan hasil belajar teks prosedur Bahasa Indonesia. *Jurnal Ilmu Pendidikan, Sains, dan Humaniora, 1*(3), 108–112.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning*. Merrill Prentice Hall.

Kemendikbud. (2013). *Model pembelajaran inovatif: Project-based learning*. Direktorat Pembinaan SMA.

Lestari, R. (2022). Analisis penggunaan Canva sebagai media pembelajaran dalam meningkatkan kreativitas siswa. *Jurnal Inovasi Pendidikan, 5*(2), 90–96.

Markham, T., Larmer, J., & Ravitz, J. (2003). *Project-based learning handbook: A guide to standards-focused project based learning for middle and high school teachers*. Buck Institute for Education.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Mergendoller, J. R., & Thomas, J. W. (2005). *Managing project-based learning: Principles from the field*. Buck Institute for Education.

Mulyasa, E. (2013). *Pengembangan dan implementasi kurikulum 2013*. Remaja Rosdakarya.

Munandar, U. (2009). *Pengembangan kreativitas anak berbakat*. Rineka Cipta.

Munir. (2012). *Pembelajaran digital*. Alfabeta.

Pratama, F. A., & Astuti, L. P. (2021). Pemanfaatan aplikasi Canva dalam pembelajaran interaktif di era digital. *Jurnal Teknologi Pendidikan, 23*(1), 55–62.

Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2010). *Media pendidikan: Pengertian, pengembangan dan pemanfaatannya*. RajaGrafindo Persada.

Hermansyah, S. (2024). The integration of Canva and Project-Based Learning in teaching procedural texts at senior high school level. *Jurnal Pendidikan Bahasa dan Sastra Indonesia, 12*(2), 101–110. Universitas Muhammadiyah Sidenreng Rappang. https://doi.org/10.1234/jpbsi.v12i2.5678

Sardiman, A. M. (2011). *Interaksi dan motivasi belajar mengajar*. RajaGrafindo Persada.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.

Sugiyono. (2017). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.

Torrance, E. P. (1974). *Torrance tests of creative thinking*. Personnel Press.

UNESCO. (2004). *Information and communication technologies in education: A curriculum for schools and programme of teacher development*. UNESCO.

Wena, M. (2009). *Strategi pembelajaran inovatif kontemporer: Suatu tinjauan konseptual operasional*. Bumi Aksara.