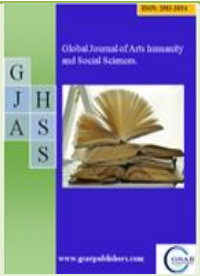


	Global Journal of Arts Humanity and Social Sciences				
	ISSN: 2583-2034				
	Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci				
	Frequency: Monthly				
	Published By GSAR Publishers				
Journal Homepage Link: https://gsarpublishers.com/journal-gjahss-home/					
Volume - 5	Issue - 10	October 2025	Total pages 1014-1015	DOI: 10.5281/zenodo.17447466	

THE EFFECTIVENESS OF USING CANVA APPLICATION AND PROJECT-BASED LEARNING MODEL IN TEACHING PROCEDURAL TEXT WRITING SKILLS AMONG YEAR 11 STUDENTS AT SMA NEGERI 10 SIDRAP

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Article History

Received: 15- 10- 2025
Accepted: 22- 10- 2025
Published: 25- 10- 2025

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Abstract

This study aims to examine the effectiveness of the Canva application (X1) and the Project-Based Learning (PBL) model (X2) in improving students' procedural text writing skills (Y) among Year 11 students at SMA Negeri 10 Sidrap. A quantitative quasi-experimental design was employed, involving two groups: a control group taught conventionally and an experimental group taught using Canva integrated with PBL. The population consisted of 65 students divided into two classes: 33 in the experimental group and 32 in the control group. Data were collected through tests, observations, questionnaires, and documentation, analysed using IBM SPSS with the N-Gain Score formula. Results showed that the experimental group achieved a higher average N-Gain (0.80 or 78.26%) compared to the control group (0.24 or 24.19%), indicating significant improvement. Furthermore, classroom observation revealed a high level of student engagement (over 87%) and positive perception (over 93%) towards learning activities, Canva use, and project implementation. The findings conclude that integrating Canva and PBL significantly enhances both the learning outcomes and engagement of students in writing procedural texts. It is recommended that educators adopt this approach to foster students' writing competence and digital literacy.

Keywords: Canva application, Project-Based Learning, procedural text, writing skills, digital pedagogy

1. Introduction

Writing is a fundamental component of language learning, requiring students to communicate ideas systematically and logically. In Indonesian high schools, procedural text writing is one of the crucial genres taught to help students express sequences of actions effectively. However, conventional methods often fail to engage students, resulting in low motivation and suboptimal outcomes. Prior studies (Hanifah & Shofiani, 2025; Kosasih, 2014) note that ineffective teaching strategies and limited use of digital tools contribute to poor writing performance. In response, technology-integrated learning approaches have been widely recommended for 21st-century education (Kundharu, 2016). The Canva application offers an interactive digital platform for designing creative visual content, while Project-Based Learning (PBL) encourages collaboration and problem-solving through authentic projects. Integrating Canva with PBL can thus create meaningful, interactive, and engaging writing experiences.

2. Literature Review

Previous research indicates that both Canva and PBL positively influence students' writing performance. Setyaningrum (2021) and Yuliana (2020) emphasised Canva's potential to foster creativity and comprehension through visual learning. Similarly, Kamaria, Budiyo, and Kusmana (2020) confirmed that PBL enhances students' writing achievement by engaging them in collaborative and authentic tasks. The combination of digital media and project-based methods encourages higher-order thinking, creativity, and motivation. Furthermore, studies such as Rahmawati (2022) and Yunita and Fitria (2023) demonstrated that integrating technology in language learning enhances both the quality and enthusiasm of students' writing. Despite these findings, few studies have examined the synergy between Canva and PBL, particularly in the context of procedural text writing in Indonesian secondary schools.

3. Methodology

This study applied a quantitative quasi-experimental design with pre-test and post-test control groups. The participants were 65 Year 11 students at SMA Negeri 10 Sidrap, divided into an experimental class (33 students) and a control class (32 students). The experimental group received instruction using Canva within a Project-Based Learning framework, while the control group was taught through conventional instruction. Data were gathered using tests, observation sheets, questionnaires, and documentation. The N-Gain Score formula was used to assess the improvement in students' procedural writing ability. A normalised gain (N-Gain) was calculated to measure learning effectiveness, where a gain score of ≥ 0.7 indicates high effectiveness.

4. Results and Discussion

The analysis revealed that the experimental group demonstrated substantial improvement in procedural writing skills, with an average N-Gain of 0.80 (78.26%), categorised as highly effective. In contrast, the control group achieved an average N-Gain of 0.24 (24.19%), indicating a low level of improvement. The results affirm that integrating Canva and PBL significantly enhances students' ability to structure, sequence, and articulate procedural texts coherently. Observations indicated that 87% of the experimental group displayed active engagement during learning sessions, and 93% of students expressed very positive attitudes towards the learning model. These findings align with Mayer's (2009) cognitive theory of multimedia learning, which suggests that visual aids enhance comprehension and retention. Moreover, the collaborative nature of PBL allowed students to apply critical thinking, teamwork, and creativity, consistent with Thomas (2000) and Dewi (2013), who highlighted the benefits of PBL in developing higher-order thinking skills. Therefore, the study supports the argument that combining visual digital tools and project-based approaches results in more effective and enjoyable learning experiences.

5. Conclusion

This study concludes that the integration of the Canva application and Project-Based Learning model effectively improves students' procedural text writing skills. Students not only demonstrated significant gains in writing performance but also showed higher motivation, creativity, and participation in the learning process. The study recommends that educators adopt Canva and PBL as part of innovative pedagogical practices to promote writing competence and digital literacy. Further research is encouraged to explore the long-term impact of this integration across different text genres and educational levels.

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