

Improving the Ability to Write Local Food Posters Using Canva Application in Class XI SMA Negeri 18 Medan

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abstract

This study aims to improve students' ability to write posters with the theme of local food by utilizing Canva application as learning media in class XI Economics 1 SMA Negeri 18 Medan. The background of this study is based on the low learning outcomes of students in writing posters manually, as well as the lack of utilization of digital technology in the Indonesian language learning process. This research used the Classroom Action Research (PTK) method which was carried out in two cycles. Each cycle includes planning, implementation, observation, and reflection stages. Data were collected through observation, questionnaires, interviews, and learning outcome tests. The results showed that the use of Canva significantly increased students' average score from 73.34 in the pre-action stage to 81 in cycle I, and increased again to 90 in cycle II. Learning completeness also increased from 51% to 80%, then reached 100% in cycle II. In addition to cognitive improvement, the use of Canva also encouraged creativity, active participation, and student learning motivation. These results show that the integration of Canva application in Indonesian language learning is effective for developing students' visual writing skills as well as supporting character strengthening in accordance with the Pancasila Student Profile.

Keywords: poster writing, Canva, local food, writing skills, PTK, digital learning.

INTRODUCTION

Writing skills are one of the important components in Indonesian language learning that must be mastered by students at the secondary education level. According to Tarigan, language skills include four main aspects, namely listening, speaking, reading, and writing¹. Of the four, writing is a productive skill that requires the ability to compose ideas, organize messages, and convey information clearly, effectively, and meaningfully². In practice, writing activities are not just about composing sentences, but also require an understanding of the form, function, and context of the media used³. One of the forms of writing taught in Indonesian language learning is poster writing.

¹ Henry Guntur Tarigan, "Menulis: Sebagai Suatu Keterampilan Berbahasa," (*No Title*), 1986, <https://cir.nii.ac.jp/crid/1130282272092933248>.

² Ruhul Amin, "Developing Writing Skills Through Effective Writing Approaches," *International Journal of Social Sciences & Humanities (IJSSH)* 8, no. 1 (February 2023): 1, <https://doi.org/10.58885/ijssh.v08i1.19.ra>.

³ Rizka Maulina Wulandari, A'thi Fauzani Wisudawati, and Muhammad Isa, "Ideas Organization In Student Writing: Essay Assessments In EFL Classroom," *Guruku: Jurnal Pendidikan Dan Sosial Humaniora* 1, no. 2 (May 2023): 2, <https://doi.org/10.59061/guruku.v1i2.350>.

Posters are visual communication media designed to convey messages briefly, persuasively, and attractively⁴. The right combination of text, images, and layout is key to successfully conveying information to the audience⁵. In the context of education, posters are used as a means to hone students' creativity, critical thinking, and visual skills⁶. However, in practice, learning to write posters is still done manually, such as drawing and coloring with simple tools, so student work is often less than optimal, both in terms of aesthetics and content⁷. In addition, limited tools and time, as well as the lack of student motivation are challenges in learning to write posters.

Along with the development of digital technology, various aspects of education have been transformed, including poster-making, which can now be done digitally using graphic design applications such as Canva⁸. This application provides a variety of templates, graphical features, and an easy interface that allows students to design posters quickly and attractively. In Merdeka Curriculum, poster writing material is also taught in grade XI for all majors, including with a project-based learning approach and technology. Through the Canva application, students not only learn to write visually, but also develop digital skills, think creatively, and communicate effectively.

In addition to developing student competencies, the use of Canva in learning to write posters is also in line with the spirit of the Merdeka Curriculum which emphasizes strengthening the Pancasila learner profile, learning independence, and active student involvement in the learning process^{9,10}. Canva allows students to access various sources of visual inspiration, explore typography, color, and layout, and convey important messages through communicative designs¹¹. The local food poster material was chosen because it is relevant to the issue of food security, the diversity of consumption cultures, and the importance of appreciating local produce. Local food posters are not only a medium of

⁴ Glenda Lawson, "The Poster Presentation: An Exercise in Effective Communication," *Journal of Vascular Nursing* 23, no. 4 (2005): 157–58.

⁵ Laila Silmi Kaffah, Deni Setiawan, and Edi Waluyo, "Pemanfaatan Media Cetak Poster Dalam Pembelajaran Bahasa Indonesia Dengan Menggunakan Aplikasi Canva Di Kelas V Sd," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 16 (2023): 482–92, <http://www.jurnal.peneliti.net/index.php/JIWP/article/view/4806>.

⁶ Rhianna K. Pedwell, James A. Hardy, and Susan L. Rowland, "Effective Visual Design and Communication Practices for Research Posters: Exemplars Based on the Theory and Practice of Multimedia Learning and Rhetoric," *Biochemistry and Molecular Biology Education* 45, no. 3 (2017): 249–61, <https://doi.org/10.1002/bmb.21034>.

⁷ Xira Ruiz Campillo Cantano Katty Cascante Hernández and Antonio Moreno, "Enhancing Creativity and Communication Skills Through IR Signature Pedagogies," *E-International Relations*, March 15, 2021, <https://www.e-ir.info/2021/03/15/enhancing-creativity-and-communication-skills-through-ir-signature-pedagogies/>.

⁸ Syaraya Amanda, Jumadi Jumadi, and Susanti Sufyadi, "Pemanfaatan Aplikasi Canva Sebagai Media Pembuatan Poster Digital Untuk Meningkatkan Kreativitas Siswa Kelas VIII Pada Mata Pelajaran Seni Budaya Di SMP Negeri 24 Banjarmasin," *EduInovasi: Journal of Basic Educational Studies* 4, no. 1 (2024): 598–607, <https://jurnal.laaroiba.com/index.php/eduinovasi/article/view/5541>.

⁹ Setya Resmini, Intan Satriani, and M. Rafi, "Pelatihan Penggunaan Aplikasi Canva Sebagai Media Pembuatan Bahan Ajar Dalam Pembelajaran Bahasa Inggris," *Abdimas Siliwangi* 4, no. 2 (2021): 335–43, <http://jurnal.ikipsiliwangi.ac.id/index.php/abdimas-siliwangi/article/view/6859>.

¹⁰ Ghufon Zaida Muflih et al., "Pelatihan Canva Sebagai Implementasi Program Adaptasi Teknologi Pada Kurikulum Merdeka Untuk Siswa SMP PGRI 1 Kebumen," *PROFICIO* 5, no. 2 (2024): 427–32, <https://ejournal.utp.ac.id/index.php/JPF/article/view/3550>.

¹¹ Salsabila Delaria and Nur Syamsiyah, "Keunggulan Canva Sebagai Media Pembelajaran Poster Siswa Kelas VIII SMPN 18 Depok Tahun Pelajaran 2021/2022," *Prosiding Samasta*, 2021, <https://jurnal.umj.ac.id/index.php/SAMASTA/article/view/774%20%E2%80%9320782>.

expression, but also an educational tool for students to recognize and promote healthy and sustainable food¹².

Various previous studies have shown the effectiveness of using Canva in improving student motivation, creativity and learning outcomes. For example, research by Alifya¹³ shows that the application of Canva and modeling techniques can improve junior high school students' poster writing activities and outcomes. Another study by Putri also showed that digital graphic design applications help students master visual design skills more quickly and efficiently¹⁴. In addition, Darwis' research also corroborates the significant effectiveness of using Canva media¹⁵. However, this research brings novelty by integrating Canva in a local context at SMA Negeri 18 Medan and focusing specifically on the theme of local food as poster content. In addition, the approach used is Classroom Action Research (PTK), which enables learning improvement through two cycles, as well as observing the process and results simultaneously.

The results of the initial observation showed that the manual learning of poster writing at SMA Negeri 18 Medan experienced several obstacles, including students' difficulties in composing effective visual compositions, limited tools and materials, long processing time, and lack of understanding of persuasion techniques in poster texts. The manual learning method has also not maximized the potential of digital technology, making it less interesting for students. Therefore, there is a need for learning innovations that integrate technology, one of which is through the use of the Canva application in the learning process of writing posters.

Based on this background, this study aims to analyze the use of Canva application in improving the ability to write local food posters in class XI students of SMA Negeri 18 Medan. This study also aims to identify the obstacles faced by students during the learning process, as well as to analyze the effect of Canva on student learning outcomes. This research is expected to provide theoretical contributions in the development of digital-based learning in the classroom.

RESEARCH METHODS

This research used Classroom Action Research (PTK) which was carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection¹⁶. This approach aims to improve the learning process in a sustainable manner to enhance local food poster writing skills. The research subjects were 35 students of class XI Economics 1 SMA Negeri 18 Medan, who were selected based on the results of initial

¹² muhamad Harun et al., *Pelatihan Desain Grafis Promosi Hasil Panen Menggunakan Canva Pada Kelompok Wanita Tani Sumur Mangga Kota Tangerang*, n.d.

¹³ Della Alifya, "Peningkatan Kemampuan Menulis Poster Dengan Teknik Pemodelan Dan Aplikasi Canva Pada Siswa Kelas VIII SMP Negeri 1 Jiken-Blora Tahun Pelajaran 2021/2022," *EDUTAMA*, LPPM IKIP PGRI BOJONEGORO, 2022, <https://repository.ikipgribojonegoro.ac.id/2011/>.

¹⁴ Nova Amelia Putri, B. Herawan Hayadi, and Mursyid Irfan, "Penggunaan Aplikasi Canva Untuk Meningkatkan Motivasi Belajar Informatika Kelas XI MA Al-Khairiyah Pipitan," *Jurnal Pendidikan Tambusai* 8, no. 3 (September 2024): 39213–20, <https://jptam.org/index.php/jptam/article/view/19652>.

¹⁵ Darwis Darwis et al., "Efektivitas Penggunaan Media Pembelajaran Aplikasi Canva Dalam Meningkatkan Hasil Belajar Siswa MA Ibitidaussalam," *Jurnal Pendidikan Ekonomi (JUPE)* 12, no. 1 (January 2024): 85–91, <https://doi.org/10.26740/jupe.v12n1.p85-91>.

¹⁶ Solehan Arif and Shinta Oktafiana, "Penelitian Tindakan Kelas," *Mitra Ilmu*, 2023, <http://repository.iainmadura.ac.id/id/eprint/1238>.

observations that showed the need to improve digital visual writing skills. The research was conducted in a school environment with the support of adequate technology facilities.

Data collection was conducted through observation, interview, questionnaire, and poster writing test. Observations were used to monitor student activity and engagement. Questionnaires were used to explore perceptions and constraints during the use of Canva, while tests were used to measure student learning outcomes using an assessment rubric covering aspects of content, language structure, and visual creativity¹⁷. Data analysis was carried out qualitatively and quantitatively using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing¹⁸. To ensure the validity of the data, source and technique triangulation techniques are used, namely comparing the results of various instruments and sources so that the data is more valid and reliable¹⁹.

RESULTS AND DISCUSSION

Pre-action Data

Pre-action activities are observation activities carried out before research to observe the condition of students and problems that often occur in the learning process in the classroom. This pre-action activity is very important because through this activity the researcher can find out the initial condition of the class about the various problems that occur in the classroom during the learning process. Researchers conducted pre-action activities in class XI Economics 1 SMA Negeri 18 Medan with the aim of identifying various problems that exist in the classroom during Indonesian language lessons on writing local food posters. Pre-action activities were carried out on March 18, 2025 to March 19, 2025.

Pre-action activities began with classroom observations and interviews on Tuesday, March 18, 2025. The researcher collaborated with Mrs. Chairiyah S,Pd as the Indonesian language subject teacher of SMA Negeri 18 Medan. Researchers made observations during the Indonesian language learning process, namely, observation of the learning situation of poster writing material in class XI Economics 1 SMA N 18 Medan was carried out twice, namely on Tuesday, January 18, 2025 and Wednesday, January 19, 2025. The material that was being discussed at the time of the pre-action activity was about writing interesting posters in terms of images, sentence selection, and layout with the theme of inviting people to love Indonesian local foods such as cassava, corn, sago, bananas, and beans.

First, in terms of process, there are several problems in the learning process of poster writing material in class XI Economics 1 SMA N 18 Medan in the 2024/2025 academic year, both from teachers and students, namely (1) When teaching, teachers often apply the lecture method without using the media even though in the Merdeka Curriculum students are required to be skilled in using IT so that lecture methods without using this media are still less effective. When the researchers carried out observation activities in class XI Economics 1, for two hours the lesson was filled with explanations of material from the teacher using the lecture method. Then when the teacher has finished explaining the material, students are given a few minutes to write local food posters with the tools they have provided; (2) In the process of students writing posters conventionally, the difficulties they face are the

¹⁷ Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021)

¹⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994)

¹⁹ Wiyanda Vera Nurfajriani et al., "Triangulasi Data Dalam Analisis Data Kualitatif," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 17 (2024): 826–33, <http://jurnal.peneliti.net/index.php/JIWP/article/view/7892>.

completeness of each student's equipment which leads to borrowing each other's equipment which makes learning less conducive. (3) The time available in the process of writing posters is not enough so that many students have not finished when the bell rings. From the results of the interview, the teacher said that apart from using the lecture method, the teacher had only ever applied the conventional method. Making posters conventionally is the process of creating posters using manual methods, without the help of software or digital devices. It involves the use of tools.

Based on observations that have been made, student activeness in learning is very low. When students were asked by the teacher to ask questions about the material being studied, no students raised their hands and asked. This makes learning activities in the classroom seem lifeless due to inactive interaction. Then based on the results of the interview, the teacher confirmed that students were less interested in this poster writing material, interest and motivation to learn and practice students are still very minimal so that students are less eager to learn.

Second, in terms of student learning outcomes in the interview activities that have been carried out during the pre-action activities, the teacher stated that the results of learning products to write local food posters in class XI Economics 1 are less than optimal and very low quality compared to other materials taught by him. The researcher proved this by looking at the learning outcomes of writing argumentation texts, writing procedure texts, and writing persuasive texts. From the data on the value of the task of writing local food posters, it can be seen that the average value of class XI Economics 1 reaches 71.75 and students who have not completed the KKM value are 19 students.

During the pre-action, on March 18, 2025, a cognitive evaluation test was given by the teacher. The test questions were in the form of a description of 10 questions and a practical test for making local food-themed posters manually. The material for this pre-action evaluation test is about understanding the characteristics of a good poster, understanding local food posters, easy poster design techniques, and understanding quality posters. Students in class XI Economics 1 SMA N 18 Medan showed unsatisfactory learning results because there were still many students who scored below the Minimum Completion Criteria (KKM).

From the results of the pre-action evaluation, almost 49% of students scored below the KKM, where out of 35 students only 18 students were declared complete and 17 other students were declared not complete the KKM. When viewed from the class average score, the value of class XI Economics 1 SMA N 18 Medan is also still below the KKM which is 73.34. This shows that the learning outcomes of writing local food posters in class XI Economics 1 SMA N 18 Medan are still low plus there is a large gap in scores among students. Students who get scores above 90 are only about 3% or 1 student, who get scores above 80 about 43% or 15 students who get scores above 70 about 14% or 5 students, and who get scores below 70 about 40% or about 14 students.

Cycle I Action

The action in cycle I in this study was carried out for two meetings, namely on April 22 and 23, 2025. The implementation of learning was carried out based on the plan that had been prepared collaboratively between the researcher and the Indonesian language teacher of class XI Economy 1 SMA Negeri 18 Medan. The learning focused on the skill of writing posters with the theme of local food by utilizing Canva application as an interactive digital media. The researcher acted as an observer who documented the process of learning activities, while

the teacher implemented all stages of learning in accordance with the module that had been designed.

The second meeting began with a similar opening activity, followed by an introduction to making posters on the theme of local food products and national food security. The teacher explained the important aspects of making a good poster, including the assessment rubric that includes aspects of image, diction, color, and design. As a trigger for ideas, the teacher provides a text entitled "From Rice to Analog Rice" which is read in turn by the students. This text is used as a basis for students to design posters individually. The teacher guided the discussion process, clarified the ideas that emerged, and gave students time to complete the poster-making task using the Canva application. At the end of the session, students and teachers reflected on the learning that had been done. Evaluation of learning outcomes at the end of cycle I showed a significant improvement. Based on the assessment rubric used, it was seen that most students understood the material and were able to express it in the form of posters well.

Of the 35 students, 28 students (80%) were declared complete, while 7 students (20%) had not reached the Minimum Completion Criteria (KKM). The average score of students was 81, an increase from the average score in the pre-action which was only 73.34. Learning completeness also increased from 51% at the initial stage to 80% after the cycle I action was carried out. This shows that the use of Canva application in learning to write posters can significantly improve student learning outcomes. The research success criteria set, namely at least 75% of students are complete and the class average score is at least 75, have been achieved in this cycle.

Although the learning outcomes in cycle I have shown an increase and reached the success target, the implementation of learning has not been fully optimized. Based on the results of observation and evaluation, researchers noted several obstacles that were still found in the learning process. Some students did not fully understand the features in the Canva application, especially during the evaluation process. This shows the need for a more detailed explanation from the teacher before students do the task independently. In addition, the way the material is delivered by the teacher is considered too fast, so not all students are able to understand the material well. The teacher seemed to be in a hurry to explain due to concerns about the limited time available.

Another obstacle was also conveyed by the collaborator teacher, which was related to device limitations. There are still students who experience technical problems with their devices, so they cannot access Canva optimally. This caused some students to only be observers when other friends were doing the task. The teacher suggested that the Canva application should have been downloaded and prepared beforehand at home. In addition, the teacher also suggested using audio visual media as a tutorial on how to download and use Canva features. Another problem that arises is the variety of email accounts used by students, ranging from social media accounts to belajar.id accounts. This difference causes inconsistency in accessing Canva for Education. Ideally, all students should use the learning.id account facilitated by the school to make the learning process more uniform and effective.

This reflection became the basis for action improvement in cycle II. Teachers and researchers agreed on several improvement steps, including providing guidance on using Canva more systematically, facilitating the availability of adequate devices, and harmonizing the use of the belajar.id account as the main access to Canva for Education. It is expected that

in the next cycle, learning implementation can run more effectively, efficiently, and have a positive impact on student learning outcomes.

Cycle II Action

The implementation of actions in cycle II focused on improving the weaknesses found in cycle I, although in general the results in cycle I were quite good and met the achievement aspects. Cycle II action was carried out for two meetings, namely on April 29 and 30, 2025. The focus of learning remained on strengthening students' understanding of writing local food posters using the Canva application, with further emphasis on exploring the application features and strengthening the concept of interesting posters and in accordance with the assessment criteria.

In the first meeting, activities focused on providing an understanding of the characteristics of a good poster, types of posters, and examples of posters with local food and national food security themes. The teacher also guided students in the process of creating a Canva account by using the belajar.id email provided by the school and downloading the Canva application simultaneously. In addition, students are introduced to the various features in the Canva application.

Meanwhile, in the second meeting, the teacher showed a tutorial on the use of Canva features, provided an understanding of the use of the application in making posters, and conveyed the assessment criteria that would be used. Students were then asked to read the text with the theme "From Rice to Analog Rice" aloud, discuss the content of the text, and design and make posters based on the given theme. The learning process went according to plan and students seemed more enthusiastic in participating in the activities.

The teacher acted as a facilitator in this learning, while the researcher served as an observer who documented the whole process. The teacher also actively guided and provided feedback to students, both individually and in groups. Learning in cycle II has been more effective because the teacher has evaluated and improved the implementation of the previous cycle I. Reflection on the learning process was conducted at the end of each meeting, and the teacher always provided motivation to maintain students' enthusiasm for learning.

The final evaluation of cycle II showed that all students in class XI Economics 1 had reached the Minimum Completion Criteria (KKM), with an average class score of 90. The evaluation was carried out in the form of assignments in the form of performance tests through poster products that were assessed based on an assessment rubric that included aspects of images, diction and persuasive sentences, colors, and poster design design. This assessment aims to thoroughly measure students' skills in writing local food posters based on the Canva application.

From the data obtained, 85.7% of students experienced an increase in learning outcomes compared to cycle I, while 8.6% remained and only 5.7% experienced a decrease. However, overall learning completeness reached 100% or all students were declared complete. When compared to the results in the pre-treatment period with an average of 73.34, then increased to 81 in cycle I and increased again to 90 in cycle II, it can be seen that the use of Canva as a learning media has a significant impact on improving student learning outcomes. The increase in the percentage of completeness also occurred from 80% in cycle I to 100% in cycle II. This shows the success of the actions taken in improving students' understanding and skills.

Based on the implementation of Indonesian language learning through poster writing using Canva application for two cycles, it is evident that the use of this application is able to

significantly improve student learning outcomes. The comparison of scores between pre-treatment, cycle I, and cycle II showed a positive upward trend. Teachers also showed improved understanding in managing the technology-based learning process, and learning took place more effectively in cycle II than before.

In addition, based on the interview with the collaborator teacher, it is known that students' activeness and motivation increased during the learning process. They were more focused, enthusiastic and motivated in doing the tasks. This happened because the learning media used was in accordance with the interests and needs of the times, so students felt closer and more comfortable with the learning process. In addition, the learning process becomes more enjoyable because they can express their creativity through attractive digital poster designs.

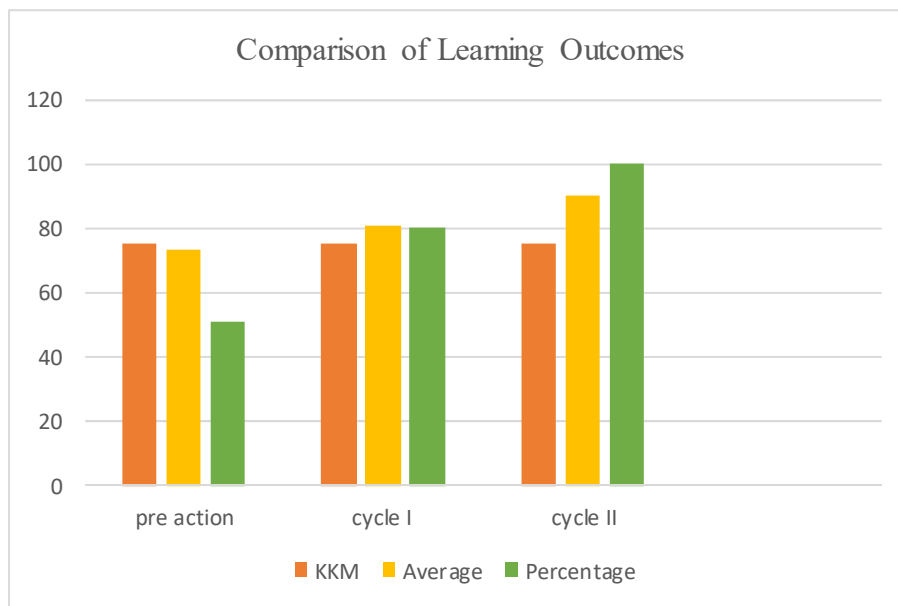
With no students requiring remedials, and learning completeness reaching 100%, it can be concluded that the learning objectives in cycle II have been achieved. The achievement of the success target has also been appropriate, where the success target of at least 90% of complete students was successfully passed with 100% achievement results. The teacher has also mastered the Canva-based learning method and demonstrated the ability to improve the learning process from the previous cycle. This improvement is not only seen in cognitive aspects, but also in students' skills, creativity, and enthusiasm for learning. Thus, learning to write local food posters using Canva application is considered successful in improving student learning outcomes and worthy of being used as an alternative innovative learning model in the classroom.

Comparison of Action Results

This study aims to improve students' ability to write posters on the theme of local food through the use of Canva application as a learning medium. The comparison of action results was carried out in three stages, namely pre-action, cycle I, and cycle II, each ending with an evaluation test that measured students' ability to produce digital poster works. In the pre-action stage, the class average score only reached 73.34, below the Minimum Completion Criteria (KKM) set by the school, which is 75. Of the 35 students, only 18 students or around 51% achieved a complete score, while the other 17 students (49%) were still below the KKM standard. These results show that students' initial ability in writing local food posters is still relatively low, both in terms of understanding the content as well as from the visual aspect and delivery of persuasive messages.

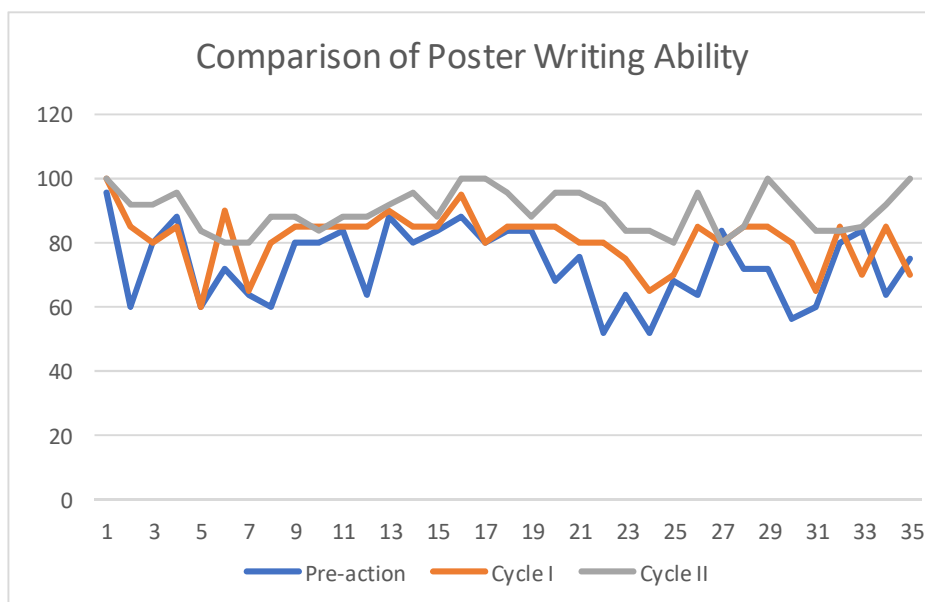
After the action in cycle I, there was a significant improvement. The class average score increased to 81, and the number of students who reached the KKM increased to 27 students, or 80% of the total participants. Although there were still 8 students (20%) who were not yet complete, this increase showed the initial effectiveness of using Canva in building students' skills. However, from the reflection at the end of cycle I, it was found that there were still obstacles such as device limitations, limited understanding of Canva features, and learning time that was not fully optimized.

The actions in cycle II were designed to overcome these weaknesses through more intensive mentoring, aligning Canva for Education accounts using the belajar.id email, and utilizing video tutorials in explaining Canva features. As a result, there was a significant improvement both individually and collectively. The class average score reached 90, and all students (100%) were declared complete. This indicates that the corrective actions in cycle II were effective in improving the quality of learning and students' ability to write posters.



Histogram of Average Comparison of Grades of Each Cycle

When viewed from the graphs and histograms that have been presented, it can be concluded that the use of Canva consistently improves local food poster writing skills. The average student score increased by 7.66 points from pre-action to cycle I, and again increased by 9 points in cycle II. The increase in completeness was also significant, from 51% in pre-treatment, to 80% in cycle I, until finally reaching 100% in cycle II.



Comparison Chart of Local Food Poster Writing Ability Each Cycle

In terms of individuals, in cycle I there were 31 students (88%) who experienced an increase in grades compared to pre-treatment, 2 students (5.7%) whose grades remained, and 2 students (5.7%) experienced a decrease. While in cycle II, there were 30 students (85.7%) who improved from cycle I, 3 students (8.6%) remained, and 2 students (5.7%) decreased.

This decrease may be due to motivational factors or the assumption that the previous score was good enough, thus reducing the seriousness in doing the evaluation task.

Overall, the comparison between cycles showed that the use of Canva as a learning media in writing local food posters significantly improved the learning outcomes of students in class XI Economics 1 SMA Negeri 18 Medan. Not only the average score increased, but also the achievement of the KKM and the quality of the poster products produced. Learning becomes more interesting, interactive, and able to hone students' creativity and critical thinking skills in conveying messages through digital visual media.

Interpretation of Research Results

The results of the class action research conducted in class XI Economics 1 SMA Negeri 18 Medan showed that the use of Canva application as a learning media for writing local food posters succeeded in significantly improving the quality of learning. Evidently, the students' average score increased from 73.34 in the pre-action stage to 81 in cycle I, and reached 90 in cycle II, with the level of learning completeness reaching 100%. This increase not only shows success in the cognitive aspect, but also shows an increase in student motivation, creativity, and active participation. This phenomenon reinforces Tarigan's view that writing is not just composing sentences, but is a productive skill that demands organization of ideas, effectiveness of messages, and clarity of form, which in this context is realized through the use of interactive digital media²⁰.

The use of Canva as a learning media is also in line with the social constructivism approach initiated by Vygotsky, where knowledge is built through direct experience and social interaction²¹. In this study, project-based learning through local food poster design facilitates students to be actively involved, work together, and develop creativity in conveying messages visually and persuasively. This proves that digital transformation in education, when properly designed, is not only relevant but also effective in improving the quality of learning. This finding also extends the results of Alifya²² and Putri's²³ study which stated the effectiveness of Canva in learning to write, by presenting a more specific context, namely the theme of local wisdom, as well as the integration of educational platforms such as learning.id accounts.

However, the results of this study also critically address concerns about the use of digital technology in education, which is often perceived as a distraction or dependency. In reality, technical barriers such as limited devices and access to the Canva platform were successfully overcome through mitigation strategies in the form of tutorials, account synchronization, and active collaboration between teachers and students. Instead, the wise and contextual use of technology can create a learning space that is more adaptive, relevant, and empowers students in developing 21st century skills. Therefore, the integration of Canva in Indonesian language learning is not only worthy of being a good practice, but also a concrete example that the digitalization of education can work harmoniously with the spirit of Merdeka curriculum and the strengthening of the Pancasila learner profile.

²⁰ Tarigan, "Menulis."

²¹ Lev Semenovich Vygotsky and Michael Cole, *Mind in Society: Development of Higher Psychological Processes* (Harvard university press, 1978)

²² Alifya, "Peningkatan Kemampuan Menulis Poster Dengan Teknik Pemodelan Dan Aplikasi Canva Pada Siswa Kelas VIII SMP Negeri 1 Jiken-Blora Tahun Pelajaran 2021/2022."

²³ Putri, Hayadi, and Irfan, "Penggunaan Aplikasi Canva Untuk Meningkatkan Motivasi Belajar Informatika Kelas XI MA Al-Khairiyah Pipitan."

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of Canva application in learning to write local food posters can significantly improve the writing skills of students in class XI Economics 1 SMA Negeri 18 Medan. The improvement can be seen from the comparison of the results of pre-action, cycle I, and cycle II, where the students' average score increased gradually from 73.34 to 81, then reached 90, with learning completeness increasing from 51% to 80%, until finally reaching 100%. In addition to the impact on academic achievement, the use of Canva also contributed to the increased creativity, motivation, and active participation of students during the learning process. This finding reinforces the importance of digital technology integration in Indonesian language learning, particularly in the development of visually appealing and communicative writing skills. In addition, the project-based learning approach applied also strengthens students' character in accordance with the values of the Pancasila Student Profile, such as independence, critical thinking, and collaboration.

Although the results showed success, some challenges such as device limitations and variations in technology mastery levels still need to be considered. Therefore, for future research, it is suggested that a more in-depth study be conducted to compare the effectiveness of Canva with other graphic design applications in improving poster writing skills. Further research can also focus on strategies to fulfill technology infrastructure in schools, as well as the development of project-based learning models in various subjects. In addition, longitudinal research that observes the long-term impact of using Canva on students' visual communication skills and digital literacy is also important. Thus, the results of this study not only provide a theoretical contribution in the development of digital-based Indonesian language learning, but also a practical basis in designing learning that is adaptive to the needs of the times.

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