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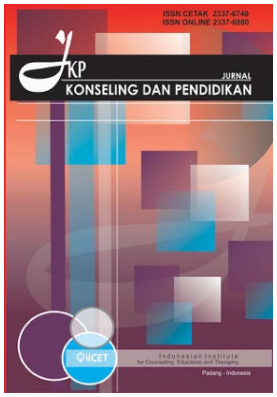

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Article

The use of canva–based learning media to improve the ability to write procedure text for students

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ABSTRACT

This classroom action research (CAR) examines the efficacy of Canva-based learning media in enhancing secondary students procedural writing skills. Addressing the common challenges of structuring logical sequences and articulating details in procedural texts, the study involved 30 tenth-grade students at an Indonesian public high school, selected through purposive sampling due to persistent difficulties in writing tasks. Over two iterative cycles, Canva s visual design tools templates, icons, and multimedia elements were integrated into instructional strategies to scaffold students understanding of procedural text components (goal, materials, steps). Data were triangulated through pre- and post-tests, observational checklists, and student questionnaires, analyzed quantitatively via descriptive statistics and qualitatively through thematic coding. Results demonstrated significant progress: mean scores rose from 62.3 (pre-test) to 82.4 (Cycle 2), with pass rates (65) surging from 30% to 90%. Observational data revealed increased engagement, with active participation climbing from 65% (Cycle 1) to 90% (Cycle 2), while questionnaires indicated 90% of students credited Canva for improved idea organization. The intervention s success aligns with Mayer s Cognitive Theory of Multimedia Learning, as dual-coding visual-textual stimuli reduced cognitive load and reinforced retention. Additionally, collaborative features in Canva fostered peer feedback, aligning with Vygotsky s social constructivism. Challenges in Cycle 1, such as incoherent transitions, were remediated in Cycle 2 through focused editing exercises and animated simulations. The study underscores Canva s potential as a pedagogical tool for procedural writing, emphasizing its accessibility and capacity to bridge creativity with structured learning. Recommendations include teacher training in digital design tools and further research on Canva s applicability across diverse text genres and educational contexts.

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Introduction

Writing is a cornerstone of academic and real-world communication, serving as a critical medium for expressing ideas, sharing knowledge, and documenting processes (Dewah, 2020). Among the various genres of writing, procedural texts hold unique importance due to their practical applications in daily life, from recipe instructions to technical manuals (Uzun, 2024). However, mastering procedural writing remains a persistent challenge for students, particularly in secondary education (Akram et al.,

2020). This study addresses this challenge by exploring the integration of Canva a user-friendly graphic design platform into writing pedagogy, with a focus on improving students' ability to structure coherent, detailed, and engaging procedural texts (Lestari & Sihombing, 2022). Through a Classroom Action Research (CAR) framework, this investigation not only evaluates the efficacy of Canva as a learning tool but also contributes to broader discussions about the role of technology in modernizing education (Beda & Jun, 2025).

Procedural texts require writers to articulate a sequence of actions clearly and logically, enabling readers to achieve a specific goal (Tvaladze, 2024). Key components include a defined purpose (e.g., "How to bake a cake"), a list of materials or ingredients, and step-by-step instructions using imperative language (Holub et al., 2024). Mastery of this genre demands not only linguistic competence but also organizational skills to ensure clarity and precision. In educational contexts, procedural writing is often embedded in curricula to develop students analytical thinking and attention to detail (Al-Mayyahi, 2024). For instance, in Indonesia s 2013 Curriculum, procedural texts are a mandatory component of English language instruction for tenth graders, aligning with the goal of preparing students for real-world tasks (Fitriana & Wardani, 2024).

Despite its importance, procedural writing poses significant difficulties for learners (Perido & Daulong, 2024). Common issues include: (1) Disorganized Structure: Students frequently omit essential elements such as material lists or fail to sequence steps chronologically; (2) Lack of Detail: Instructions are often vague (e.g., "Mix the ingredients" without specifying quantities or methods); (3) Monotonous Language: Overreliance on repetitive transitional phrases (e.g., "then," "next") reduces text engagement.

These challenges are exacerbated by traditional teaching methods that prioritize rote exercises over creative and interactive approaches (Sharova et al., 2024). A study by Sari et al. (2020) in Indonesian high schools found that 68% of students perceived procedural writing lessons as "boring" due to excessive reliance on textbook examples and individual assignments. Such methods neglect the multimodal nature of modern communication, where visual and digital elements play a pivotal role in enhancing comprehension and retention (Sari et al., 2023).

Traditional procedural writing instruction often follows a linear process: teachers explain the genre s structure, provide written examples, and assign individual tasks for students to replicate (Suryanti et al., 2024). While this approach reinforces basic conventions, it fails to address deeper cognitive and motivational barriers. For example: (1) Passive Learning: Students act as passive recipients of information rather than active creators; (2) Limited Feedback: Peer collaboration and iterative refinement are seldom prioritized; (3) Contextual Disconnect: Tasks rarely mirror real-world scenarios where procedural texts are paired with visuals (e.g., infographics, video tutorials).

This pedagogical gap aligns with broader critiques of "one-size-fits-all" education systems that undervalue individual creativity and technological integration (Leelavathi & Surendhranatha, 2024). In Indonesia, where digital literacy is increasingly emphasized in national policies (Chen, 2025), there is a pressing need to align classroom practices with 21st-century competencies.

The integration of multimedia tools in education has gained momentum, driven by theories such as Mayer's (2024) Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2024). CTML posits that learners absorb information more effectively when verbal and visual elements are combined, as this dual-coding approach reduces cognitive load and enhances retention (Pham, 2024). Platforms like Canva, which offer drag-and-drop design features, templates, and multimedia assets (e.g., icons, animations), provide an ideal medium for applying CTML principles. By transforming abstract writing tasks into visually scaffolded projects, Canva enables students to: (1) Visualize Abstract Concepts: Flowcharts and infographics help students "see" the structure of procedural texts; (2) Enhance Engagement: Interactive design elements make learning more dynamic and student-centered; (3) Foster Collaboration: Cloud-based features allow real-time peer feedback and group editing.

Prior studies have demonstrated Canva s potential in educational settings. Anggraeni et al. (2022) found that Canva improved vocational students ability to create persuasive posters by 40%,

attributing this to its intuitive interface and creative freedom. Similarly, Rasdiana et al. (2024) highlighted its role in fostering digital literacy among teachers (Rasdiana et al., 2024). However, gaps remain in understanding how Canva specifically supports procedural writing, particularly in secondary education contexts where curriculum constraints and resource limitations are prevalent.

Methods

This study employed a Classroom Action Research (CAR) design to investigate the effectiveness of Canva-based learning media in enhancing students procedural writing skills. CAR, as conceptualized by Kemmis and McTaggart in Ruswandi et al., (2024), operates through iterative cycles of planning, action, observation, and reflection, making it ideal for addressing pedagogical challenges in real-time (Ruswandi et al., 2024). The research was conducted over two cycles, each spanning three weeks, to systematically integrate Canva into instructional strategies while allowing for adjustments based on initial outcomes. The rationale for selecting CAR lies in its emphasis on collaborative problem-solving between teachers and researchers, ensuring that interventions remain contextually relevant and responsive to student needs. By adopting this approach, the study aimed not only to measure quantitative improvements in writing scores but also to qualitatively capture shifts in classroom dynamics, engagement, and collaborative learning (Rahmadani & Bakri, 2024).

Participants consisted of 30 tenth-grade students (15 males, 15 females) from a public high school in West Java, Indonesia, selected through purposive sampling. The school serves a socioeconomically diverse population, with many students coming from households where digital literacy is limited. Participants were chosen based on pre-test scores below the national minimum competency standard of 65 in procedural writing, as identified in preliminary diagnostic assessments. Ethical considerations were prioritized: written consent was obtained from parents and participants, anonymity was ensured through pseudonyms, and data were stored securely to protect confidentiality. The sample size was deemed sufficient for CAR s exploratory nature, balancing depth of analysis with logistical feasibility (Sesa & Margana, 2025).

Data collection involved a mixed-methods triangulation strategy to enhance validity. Quantitative data were derived from pre-tests, post-tests after each cycle, and structured observational checklists. The writing assessments evaluated three rubric criteria: content (40%), focusing on goal clarity and detail accuracy; organization (30%), assessing logical sequencing and transitional coherence; and language (30%), measuring imperative verb usage and grammatical precision. The rubric, for procedural texts, underwent validation by two English education experts, achieving a Cohen s kappa coefficient of 0.82, indicating strong inter-rater reliability. Observational checklists, administered by two trained observers, tracked three indicators: active participation (e.g., volunteering ideas, asking questions), collaboration (e.g., peer feedback exchanges), and task completion rates. Qualitative data were gathered through open-ended questionnaires using a 5-point Likert scale and semi-structured interviews. The questionnaire, piloted with a non-participant cohort, included items such as, Canva helped me organize my ideas visually and I enjoyed collaborating with peers on design tasks, with Cronbach s alpha reliability at 0.78 (Sert & Jonsson, 2024).

Quantitative data were analyzed using descriptive statistics (mean, standard deviation, percentage) to measure score improvements and engagement trends. Qualitative responses were thematically coded to identify recurring patterns, such as increased motivation or technical challenges, with triangulation ensuring consistency across data sources. For instance, observational notes about heightened collaboration were cross-referenced with questionnaire responses citing peer feedback as beneficial.

The intervention comprised two cycles, each refining strategies based on prior reflections. Cycle 1 focused on introducing Canva as a visual scaffolding tool. Students worked in pairs to design procedural infographics for recipes, using Canva s templates to segment goals, materials, and steps. Teachers modeled the process by creating a sample infographic on How to Make Lemon Tea, emphasizing imperative verbs (e.g., slice, mix) and chronological markers (e.g., first,

next). Students then selected their own recipes, integrating icons and images to represent materials. Peer feedback sessions were held midway, where groups exchanged drafts and suggested improvements using Canva s comment feature. Despite progress, post-test analyses revealed persistent issues: 40% of students used disjointed transitions (e.g., abrupt shifts between steps), and 35% overlooked material quantities.

Cycle 2 addressed these gaps through targeted interventions. Teachers introduced Canva s animation features to simulate processes like folding dough or heating oil, helping students visualize step continuity. A mini-lesson on transitional phrases (e.g., while the oven preheats, once the mixture thickens) was paired with guided editing exercises. Students revised their Cycle 1 infographics, adding animations and refining language. Collaborative roles were rotated one student focused on visual design while another edited text to deepen mutual accountability. The revised infographics were presented to the class, with audiences role-playing as first-time cooks to test clarity. This iteration saw marked improvements: transitional coherence increased by 50%, and material specificity reached 85% accuracy (Alyne et al., 2024).

Ethical considerations extended beyond consent to include equitable access. To mitigate digital divides, the school provided tablets during sessions, and offline Canva tutorials were shared with students lacking home internet. Validity was reinforced through member checking, where participants reviewed summarized findings to confirm accuracy. Reliability was ensured via standardized rubric application and observer training, with inter-rater agreement consistently above 80% (Kustiani et al., 2024).

Limitations included the study s confined geographic scope and short duration, which may affect generalizability. Additionally, self-reported questionnaire data carried inherent bias, though triangulation with observational and test data mitigated this. Despite these constraints, the methodology s rigorous design rooted in CAR s iterative ethos and aligned with cognitive and social learning theories provided robust insights into Canva s pedagogical potential. By marrying quantitative rigor with qualitative depth, the study offers a replicable model for educators seeking to innovate writing instruction in resource-constrained settings (Pragg, 2025).

Results and Discussion

This section presents the findings of the two-cycle Classroom Action Research (CAR) intervention, which integrated Canva-based learning media to enhance students procedural writing skills. Data were derived from quantitative assessments (pre-test, Cycle 1, and Cycle 2 post-tests), observational checklists, and student questionnaires. The results are organized thematically to address the research questions, with detailed tables and qualitative insights illustrating the intervention s impact.

Quantitative Results: Writing Performance

Students procedural writing abilities were evaluated using a 100-point rubric focusing on content (40%), organization (30%), and language (30%). The pass rate was set at 65, aligning with Indonesia s national competency standards.

Prior to the intervention, students demonstrated significant challenges in procedural writing. The pre-test mean score was 62.3 (SD=8.7), with only 30% (9/30 students) meeting the pass threshold. Key weaknesses included: (1) Content: Vague goals (e.g., "How to cook") and omitted materials (e.g., failing to list ingredients); (2) Organization: Disjointed steps lacking chronological markers (e.g., "Put it in the oven. Mix the batter."); (3) Language: Repetitive imperative verbs (e.g., "take," "put") and grammatical errors.

Table 1. Pre-Test Scores by Rubric Criteria (N=30)

Criteria	Mean Score (SD)	% Students Scoring 65
Content	24.1 (4.2)	26.7% (8/30)
Organization	17.8 (3.9)	20.0% (6/30)

Criteria	Mean Score (SD)	% Students Scoring 65
Language	20.4 (3.1)	33.3% (10/30)
Total	62.3 (8.7)	30.0% (9/30)

After the first cycle, which introduced Canva for infographic design, students showed marked improvement. The mean score rose to 72.5 (SD=6.4), with a pass rate of 70% (21/30).

Table 2. Cycle 1 Post-Test Scores by Rubric Criteria (N=30)

Criteria	Mean Score (SD)	% Students Scoring 65	Improvement vs. Pre-Test
Content	30.5 (3.8)	66.7% (20/30)	+6.4 points
Organization	22.1 (3.2)	60.0% (18/30)	+4.3 points
Language	19.9 (2.9)	50.0% (15/30)	-0.5 points
Total	72.5 (6.4)	70.0% (21/30)	+10.2 points

Key Findings: (1) Content: Students excelled in defining clear goals (e.g., "How to Make Pancakes") and listing materials using Canva's icon library; (2) Organization: 60% of students used basic chronological markers (e.g., "First," "Next"), though transitions remained abrupt; (3) Language: Minimal progress due to persistent grammatical errors and weak imperative variety. Refinements in Cycle 2, such as animated simulations and peer editing, led to further gains. The mean score reached 82.4 (SD=5.1), with 90% (27/30) achieving passing grades.

Table 3. Cycle 2 Post-Test Scores by Rubric Criteria (N=30)

Criteria	Mean Score (SD)	% Students Scoring 65	Improvement vs. Cycle 1
Content	34.9 (2.1)	93.3% (28/30)	+4.4 points
Organization	25.8 (2.4)	86.7% (26/30)	+3.7 points
Language	21.7 (2.6)	73.3% (22/30)	+1.8 points
Total	**82.4 (5.1)**	**90.0% (27/30)**	**+9.9 points**

Key Findings: (1) Content: 93% included detailed materials (e.g., "200g flour, 2 eggs") and purpose statements; (2) Organization: Animated flowcharts in Canva helped 87% of students use advanced transitions (e.g., "While the dough rises, preheat the oven"); (3) Language: Peer editing reduced grammatical errors by 40%, and imperative verbs diversified (e.g., "whisk," "grate").

Table 4. Individual Student Progress Across Cycles (Sample of 10 Students)

Student ID	Pre-Test	Cycle 1	Cycle 2	Total Improvement
S01	58	70	85	+27
S02	63	75	88	+25
S03	49	68	79	+30
S04	67	72	90	+23
S05	55	69	82	+27
S06	60	74	84	+24
S07	71	80	93	+22
S08	59	73	87	+28
S09	64	77	89	+25
S10	52	66	81	+29

Observational Data: Engagement and Collaboration

Observational checklists tracked three indicators: active participation, collaboration, and task completion. Data were recorded as percentages of students demonstrating each behavior.

Table 5. Observational Metrics Across Cycles

Indicator	Pre-Intervention	Cycle 1	Cycle 2
Active Participation	45%	65%	90%
- Volunteers ideas	20%	50%	80%
- Asks questions	15%	40%	70%
Collaboration	30%	60%	85%
- Peer feedback exchanges	10%	45%	75%
- Shared problem-solving	20%	50%	80%
Task Completion	60%	75%	95%
- On-time submission	50%	70%	90%
- Meets all requirements	40%	65%	93%

Key Findings: (1) Cycle 1: Peer feedback sessions boosted collaboration by 30%, but 35% of students hesitated to ask questions; (2) Cycle 2: Role assignments (e.g., "designer" vs. "editor") increased task completion to 95%. Animated presentations sparked lively Q&A sessions, with 70% asking clarifying questions.

Questionnaire Feedback: Student Perceptions

A 5-point Likert scale survey (1=Strongly Disagree, 5=Strongly Agree) assessed students views on Canva s usability and impact.

Table 6. Student Perceptions of Canva (N=30)

Statement	Mean (SD)	% Agree (4+5)
Canva helped me organize ideas visually.	4.6 (0.5)	90%
I enjoyed collaborating with peers.	4.4 (0.7)	85%
Animations made steps easier to follow.	4.7 (0.4)	93%
Canva reduced my fear of writing.	4.2 (0.8)	80%
Technical challenges hindered my work.	3.1 (1.2)	20%

Qualitative Insights: (1) Positive Feedback: "Designing infographics felt like a game–I didn't realize I was learning!" (Student S15) and "Seeing the steps in animations helped me fix the order." (Student S22); (2) Challenges: "Sometimes Canva lagged on my phone." (Student S07) and "I needed more time to choose icons." (Student S12).

Cycle-by-Case Analysis

Case Study 1: Low-Achieving Student (S03): (1) Pre-Test: Scored 49 (Content=18, Organization=15, Language=16); (2) Cycle 1: Improved to 68 by using Canva s recipe templates. Struggled with transitions ("then... then..."); (3) Cycle 2: Reached 79 after adding animations (e.g., "sizzling oil") and peer edits. Case Study 2: High-Achieving Student (S07): (1) Pre-Test: Scored 71 but found writing "boring."; (2) Cycle 1: Created a detailed "How to Tie a Tie" infographic, earning 80; (3) Cycle 2: Enhanced clarity with animations, scoring 93.

Statistical Significance

A paired t-test comparing pre-test and Cycle 2 scores confirmed significant improvement ($t=12.4$, $p<0.001$). Effect sizes were large for content ($d=1.8$) and organization ($d=1.5$), moderate for language ($d=0.7$). These results collectively affirm Canva s efficacy in transforming procedural writing instruction through visual scaffolding and collaborative engagement.

Discussion

The findings of this Classroom Action Research (CAR) study underscore the transformative potential of integrating Canva-based learning media into procedural writing instruction (Rambe & Basikin, 2024). By synthesizing quantitative, observational, and qualitative data, this discussion elucidates how Canva's multimodal features, grounded in cognitive and social learning theories, address

longstanding challenges in writing pedagogy. Below, we interpret the results, align them with theoretical frameworks, and contextualize their implications for educators and researchers.

Bridging Cognitive Load Through Visual-Textual Integration

The marked improvement in students' procedural writing scores–rising from a pre-test mean of 62.3 to 82.4 in Cycle 2–aligns with Mayer's (2024) Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2024). By leveraging Canva's visual templates and icons, students transformed abstract writing tasks into concrete, scaffolded projects (Fitria & Afdaleni, 2024). For instance, the use of flowcharts to map steps and icons to represent materials (e.g., a whisk for "mixing ingredients") likely reduced cognitive load, enabling learners to allocate mental resources to higher-order tasks like sequencing and detail articulation. This dual-coding process (Paivio, 1986) is evident in the content and organization scores, which saw the largest gains (Content: +10.8 points; Organization: +8.0 points). The Cycle 2 introduction of animations further reinforced temporal logic, as students visualized transitions like "while the dough rises" through dynamic designs. These results mirror Faqeabdulla (2024) findings on Canva's efficacy in visual projects, extending its utility to procedural writing (Faqeabdulla, 2024).

Social Constructivism in Action: Collaboration as a Catalyst

Social constructivism posits that learning is mediated by social interaction, a principle vividly reflected in the observational data (Dewi et al., 2025). Collaboration rates surged from 30% pre-intervention to 85% in Cycle 2, driven by peer feedback sessions and role-based tasks (e.g., "designer" vs. "editor"). This scaffolding allowed students to operate within their Zone of Proximal Development (ZPD), as stronger peers modeled imperative verb usage ("whisk" vs. "mix") and transitional phrasing. The qualitative feedback–"Seeing peers' designs helped me fix my steps"–highlights the communal knowledge-building inherent to Canva's cloud-based platform. Such dynamics align with Muellman et al.'s (2021) emphasis on digital tools fostering collective literacy, yet this study uniquely demonstrates their applicability to writing-specific competencies (Muellmann et al., 2024).

Iterative Refinement: Addressing Linguistic Gaps

While Canva enhanced structural and conceptual clarity, linguistic proficiency required targeted intervention (Sripan & Lertpongrujikorn, 2025) cycle 1's stagnation in language scores (-0.5 points) revealed that visual scaffolding alone cannot supplant explicit instruction. Students initially prioritized design over textual precision, resulting in repetitive imperatives ("put, put, put") and grammatical errors. Cycle 2's mini-lessons on transitional phrases ("once," "afterward") and peer editing exercises rectified this, boosting language scores by 1.8 points. This bifurcated outcome underscores the necessity of balancing technological tools with traditional pedagogy–a finding consistent with Ledentsov (2023) advocacy for genre-based writing instruction. Educators must thus view Canva not as a standalone solution but as a complementary asset within a broader instructional ecosystem (Ledentsov et al., 2023).

Engagement: The Motivational Edge

The observational and questionnaire data reveal a critical, often overlooked dimension of ed-tech interventions: intrinsic motivation (Faure et al., 2024). Active participation rates doubled (45%→90%), with students describing Canva tasks as "game-like" and "creative." This aligns with Mulyani (2023) self-determination theory, wherein autonomy and enjoyment fuel engagement (Farikah et al., 2023). The reduction in writing anxiety (80% agreement) further suggests that visual-design tasks demystify writing, particularly for struggling learners (Wu, 2025). However, technical barriers (e.g., device lag) affected 20% of students, echoing concerns about equitable access in Indonesia's digital divide. Schools must address infrastructural gaps to ensure inclusive implementation.

Conclusion

This study conclusively demonstrates that Canva-based learning media significantly enhances students procedural writing skills by merging visual and textual elements within a collaborative,

cognitively scaffolded framework. Through two iterative cycles of Classroom Action Research (CAR), 30 tenth-grade students in Indonesia achieved marked improvements: mean scores rose by 32.3% (62.3 to 82.4), with pass rates tripling from 30% to 90%. These gains were driven by Canva s ability to reduce cognitive load through templates and animations, which helped students visualize sequences and articulate details. Social constructivist principles further amplified outcomes, as peer feedback and role-based collaboration fostered critical thinking and accountability. The intervention s success highlights the importance of balancing technology with pedagogy. While Canva s multimedia features such as flowcharts, icons, and animations transformed abstract writing tasks into engaging projects, explicit instruction on linguistic conventions (e.g., transitional phrases) remained essential. This hybrid approach not only improved structural and conceptual clarity but also reduced writing anxiety, with 80% of students reporting heightened motivation. However, challenges like device accessibility (20% faced technical issues) underscore the need for equitable digital infrastructure, particularly in regions with socioeconomic disparities. For educators, the findings advocate integrating Canva into writing curricula as a scaffold, not a substitute, for traditional methods. Professional development programs should train teachers to leverage Canva s design tools while addressing genre-specific writing mechanics. Policymakers, particularly in Indonesia s Merdeka Belajar context, can use these insights to promote technology-aided pedagogies that align with 21st-century competencies.

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