

# Developing Canva-Based Video Tutorials to Enhance Poetry Writing Skills in Vocational High School Students

Salihin<sup>1</sup>, Nursaid<sup>2</sup>

<sup>1</sup> Universitas Negeri Padang, Padang, Indonesia; salihin27@guru.smk.belajar.id

<sup>2</sup> Universitas Negeri Padang, Padang, Indonesia; nursaid.poerba@gmail.com

---

## ARTICLE INFO

### Keywords:

Canva;  
Learning Media;  
Poetry Writing Skills;  
Video Tutorial

---

### Article history:

Received 2025-05-30  
Revised 2025-08-25  
Accepted 2025-09-25

---

## ABSTRACT

This study developed and evaluated the effectiveness of Canva-based video tutorial learning media to enhance poetry writing skills among tenth-grade vocational high school (SMK) students in Batam. Addressing the disconnect between students' digital preferences and traditional teaching methods, the research employed a Research and Development (R&D) approach, specifically utilizing the ADDIE model. Initial needs analysis revealed students' low interest in textbooks and a strong preference for digital resources, particularly among visual learners. The developed media, designed with visually engaging elements and a structured, step-by-step poetry writing guide, aimed to bridge this gap. Expert validation by media, language, and instructional specialists confirmed the media's high quality and pedagogical soundness. Practicality assessments by students and teachers indicated its ease of use, attractiveness, and efficiency. The media's effectiveness in enhancing learning outcomes to improve students' poetry writing skills, with posttest scores notably higher than pretest scores. An independent t-test using SPSS revealed a significant improvement in posttest scores ( $t = 6.642$ ,  $p < 0.05$ ), indicating a strong positive effect of the Canva-based video tutorial on students' poetry writing skills. This research confirms that Canva-based video tutorial learning media is valid, practical, and effective for teaching poetry writing at the vocational high school level. It highlights the importance of integrating technology into language learning to foster literacy, critical thinking, and creative expression.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

## Corresponding Author:

Nursaid

Universitas Negeri Padang, Padang, Indonesia; nursaid.poerba@gmail.com

---

## 1. INTRODUCTION

Learning is a process designed to create a conducive environment that motivates students and encourages their active engagement. In this context, learning is viewed as an effort to provide assistance and guidance, enabling students to construct understanding and skills through meaningful learning activities (Gidion & Ulya, 2025). Ulya, 2024). An effective learning system must encompass essential elements such as students, learning objectives, and the strategies employed to achieve desired outcomes. Furthermore, the availability of adequate teaching resources, appropriate learning media,

student-centered strategies, and a high spirit of teaching and learning from both educators and students are crucial determinants of successful learning (Gugun Riyanto et al., 2022; Afrita, 2022; Efrianto et al., 2024; Gani & Ulya, 2022; Ulya, 2025).

Within the national education system, the Indonesian language subject plays a pivotal role. This is affirmed by government policy outlined in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Basic Education, and Secondary Education, which mandates that Indonesian language must be taught across all educational levels, from basic education to higher education (Mahyudi, 2023; Afrita, 2022; Erni et al., 2024; Rachman et al., 2023). Indonesian language learning not only equips students with linguistic skills but also fosters literacy, critical thinking, and effective communication abilities, both oral and written (Syamsuri & Bur, 2023; Sumaryanti, 2023; Ningsi & Ulya, 2025).

One significant competency in Indonesian language learning is writing skills. Among the six language skills taught, writing often presents the greatest challenge for students (Islami & Ulya, 2025; Ulya & Jaya, 2015; Ulya et al., 2017). Finanti & Santosa (2023) state that writing skills are a fundamental foundation that vocational high school (SMK) students must possess, especially in industrial areas like Batam. These skills encompass not only academic and administrative writing but also the development of literary works such as poetry, serving as a means of expression and strengthening literary culture. This aligns with the Decree of the Head of the Research and Development Agency and the Bookkeeping Number 028/H/KU/2023 concerning Learning Outcomes in the School Mobilization Program.

However, the reality on the ground indicates that students' poetry writing skills are still suboptimal. Although poetry material is taught, understanding and appreciation of poetic works generally occur only in formal contexts such as classroom learning or competitions, without continuity outside these activities. Many students face difficulties in writing poetry, whether in determining themes, building imagery, paying attention to rhyme and structure, or using aesthetic language. Initial observations at SMK in Batam revealed that most tenth-grade students encountered four main obstacles: low interest in writing poetry, lack of understanding of poetry structure, unengaging learning methods, and the use of monotonous learning approaches (Alimuddin & Yuzrizal, 2020).

This condition is corroborated by the research findings of Marisya (2021) and Maulidah (2020), who state that hindrances in poetry writing are heavily influenced by conventional and less varied teaching methods. Students struggle to articulate ideas or concepts in a structured manner, leading to unsystematic and disjointed written work. Additionally, the limited use of innovative learning media causes students to quickly become bored and less confident in expressing themselves through poetry. Yet, this skill holds significant value in sharpening linguistic sensitivity and fostering students' character and literary appreciation.

Poetry, as a form of literary art, provides ample room for expression through the use of connotative language, rhyme, rhythm, and imagery (Marlina et al., 2024; Putri et al., 2025; Rachman et al., 2024; Sari et al., 2024; Aditiawarman et al., 2025; Asmawati et al., 2023; Efrianto et al., 2024). Writing poetry not only serves as a means of emotional and intellectual expression but also develops students' aesthetic abilities in using language (Br Sinaga & Rosmaini, 2022; Gumilar & Aulia, 2021; Pradopo, 2020; Saputro et al., 2020; Hendrawati, 2017). With the advancement of technology, learning media such as Canva-based video tutorials can be utilized to overcome obstacles in poetry writing instruction. This media not only facilitates the visual and audio delivery of material but also enhances students' motivation, comprehension, and creativity in producing original poetic works (Adisasongko,

2019; Alfianti, 2020; Hasanah, 2022; Sari et al., 2024; Panadjo et al., 2021; Setiani & Mangkurat, 2023; Sunarti, 2022; Achmad Syarifudin, 2023; Mala et al., 2023; Ramadhani et al., 2024; Monoarfa, 2021).

Despite various studies indicating the effectiveness of Canva-based video tutorial media in enhancing poetry writing instruction, there remains a gap in the implementation of structured development models, particularly at the vocational high school level. Previous research, such as those conducted by Putri (2021), Ritonga (2022), Fahreza (2022), Mahdi (2022), and Yuridha (2022), tended to focus on the general impact of media use without detailing the media development process. This leaves room for research that systematically designs, develops, and evaluates learning media with a tested approach to ensure the quality and sustainability of the media product.

The novelty of this research lies in the development of poetry writing learning media using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The ADDIE approach offers a comprehensive and systematic framework, ensuring that the developed media is relevant to the needs of SMK students, effectively designed, properly implemented, and thoroughly evaluated to identify areas for improvement. The application of the ADDIE model in the context of poetry writing instruction at SMK has not been extensively explored in previous research. Therefore, this study is expected to contribute significantly to enriching the body of knowledge on structured learning media development that positively impacts students' poetry writing abilities.

The Indonesian language subject holds a central role in the national education system, mandated at all levels to foster not only linguistic skills but also critical thinking and effective communication. A core competency within this subject is writing, which often presents a significant challenge for students, particularly in the creative realm of poetry. While poetry provides a vital avenue for aesthetic expression and emotional development (Marlina et al., 2024; Putri et al., 2025), observations at vocational high schools (SMK) in Batam reveal that tenth-grade students face notable obstacles, including low interest, limited understanding of poetic structure, and unengaging learning methods (Alimuddin & Yuzrizal, 2020). These difficulties are often exacerbated by conventional and monotonous teaching approaches (Marisyah, 2021; Maulidah, 2020), which can lead to disjointed written work and a lack of self-confidence.

To address these challenges, innovative learning media must be integrated into instruction. The advancement of technology offers a promising solution through the use of digital tools like Canva to create engaging video tutorials. These media not only facilitate visual and auditory learning but also enhance student motivation and creativity in producing original poetic works (Adisasongko, 2019; Alfianti, 2020; Hasanah, 2022). While previous studies have indicated the general effectiveness of such digital tools, they often lack a detailed and systematic approach to media development. Research by Putri (2021), Ritonga (2022), and others tended to focus on the impact of the media without thoroughly documenting the design and evaluation processes.

This study seeks to fill this critical gap by systematically developing and evaluating a Canva-based video tutorial medium for poetry writing instruction using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The novelty of this research lies in the application of this comprehensive, structured framework to the specific context of poetry writing in vocational high schools. By following the ADDIE model, this study ensures that the developed medium is relevant to the students' needs, effectively designed, properly implemented, and rigorously evaluated. Based on this approach, the research aims to answer the following questions:

1. How can a Canva-based video tutorial medium be systematically designed and developed to address the poetry writing challenges of tenth-grade SMK students in Batam?
2. How effective is the developed Canva-based video tutorial medium in improving the poetry writing skills of students?

3. What are the perceptions of students and teachers regarding the implementation of the Canva-based video tutorial medium in the poetry writing learning process?

## 2. METHODS

### 2.1 Research Method

This study employed a Research and Development (R&D) method with the objective of systematically developing and evaluating an innovative learning product. The R&D approach is a structured process used to create or refine educational products based on identified needs and challenges within an educational context. Specifically, this research utilized the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model as its foundational framework. The study comprehensively applied the initial four stages of this model, with the implementation phase serving as the direct context for testing and evaluating the media's effectiveness.

### 2.2 Participants and Setting

The research was conducted at a vocational high school in Batam, involving a sample of 39 tenth-grade students. These students, with an approximate age range of 15–16 years, were selected to participate in the study as they were currently undertaking the poetry writing competency within their Indonesian language curriculum. Additionally, one Indonesian language teacher from the same school participated in the practicality assessment of the developed media.

### 2.3 Data Collection and Analysis

The data collection techniques combined qualitative and quantitative approaches. A mixed-methods approach was chosen to provide a holistic view, incorporating expert input, user feedback, and student performance data. The initial stage, Analysis, was conducted to thoroughly understand the instructional context. This involved a detailed Needs Analysis through structured interviews with teachers and students to identify current challenges, a Curriculum Analysis to ensure the media's alignment with learning objectives, a Material Scope Analysis to define the specific poetry content, and a Learner Characteristics Analysis to tailor the media to the target students.

Following the analysis, a primary data collection instrument—a questionnaire—was developed based on a Likert scale. This questionnaire was used to gather general feedback and provide the basis for quantitative analysis. The validity of this instrument, along with the pre-test and post-test instruments, was rigorously assessed. These instruments were first developed and then validated by three expert validators with backgrounds in Indonesian language education and instructional media development. The expert feedback was used to revise the instruments, ensuring both content and construct validity before they were administered. The developed learning media then underwent a comprehensive evaluation process:

1. **Validity Testing:** The validity of the learning media itself was assessed by the same three expert validators. They provided scores based on a rubric, and the overall validity was determined using the formula developed by Ridwan and Sunarto (2013). Their specific feedback was crucial for making final refinements to the media product.
2. **Practicality Assessment:** The practicality (usability) of the media was measured using a dedicated practicality questionnaire. This was distributed to both the participating teacher and students to assess its ease of use and appeal in a classroom setting. The results were interpreted using the criteria outlined by Purwanto (2011).

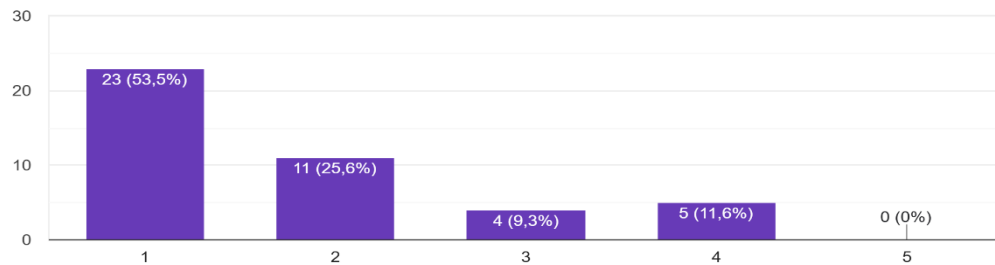
- Effectiveness Analysis: The effectiveness of the media in improving students' poetry writing skills was analyzed by comparing pre-test and post-test scores. This analysis involved a series of statistical tests: a Shapiro-Wilk normality test to confirm data distribution, a homogeneity test to ensure consistency in variances, and either a Paired Sample t-Test or Wilcoxon Test (depending on the data's distribution) to determine if the media had a statistically significant impact on learning outcomes (Mukhlisa, 2023; Sugiyono, 2020; Ilyas et al., 2020).

### 3. FINDINGS AND DISCUSSION

#### 3.1 Analysis Stage

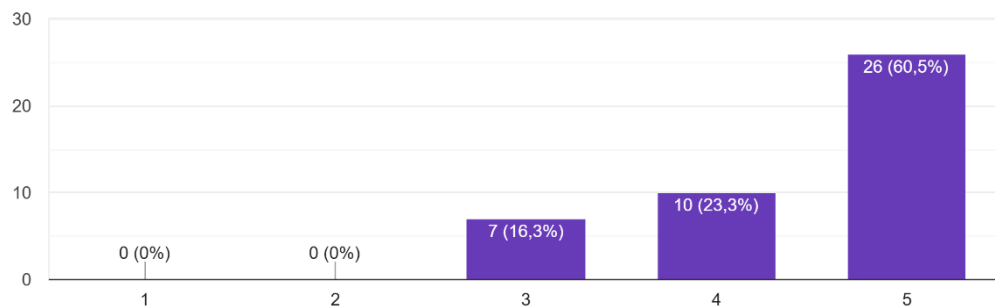
##### 3.1.1 Needs Analysis

The initial stage of this study involved a needs analysis to identify challenges in the learning environment. This analysis was conducted using questionnaires distributed to students. The findings served as a foundation for developing appropriate instructional media.



**Figure 1.** Students' Responses to Main Learning Resources

The results revealed that a majority of respondents rarely relied on textbooks as their primary learning source. Specifically, 23 students (53.5%) strongly disagreed with the statement regarding the regular use of textbooks. This highlights the need for more engaging instructional media, such as Canva-based video tutorials for poetry writing.

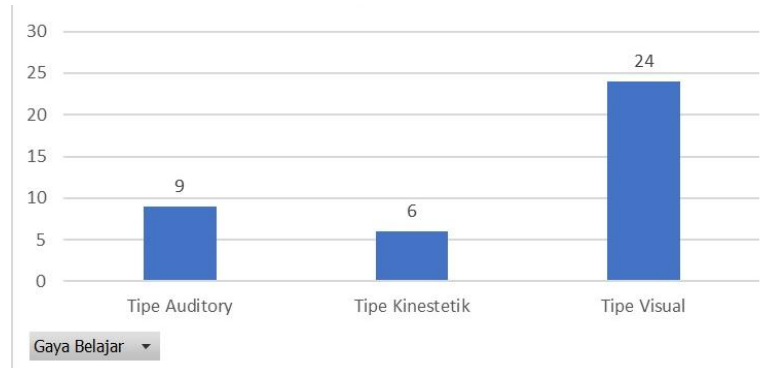


**Figure 2.** Students' Responses to Digital Learning Resources

The data indicate that most students found digital resources easier to understand. Out of 43 respondents, 26 (60.5%) selected the highest agreement scale. This supports the integration of digital tools into the learning process, particularly in modern educational settings that emphasize technological integration.

### 3.1.2 Learning Style Analysis

Understanding students' learning styles is critical for optimizing instructional media effectiveness. Learning styles influence how learners process information (Retnowati & Nugraheni, 2024).



**Figure 3.** Students' Learning Styles

The majority of students were identified as visual learners (24 students), followed by auditory (9) and kinesthetic learners (6). This suggests that instructional media with visual elements such as videos, images, and graphics are most effective for this group, while physical or hands-on learning activities are less preferred.

### 3.2 Design Stage

The Canva-based video tutorial was carefully designed with a series of instructional components that aim to facilitate students' understanding and engagement in poetry writing. Each feature of the media, ranging from visual design elements to structured learning content, was developed to support the creative and cognitive processes involved in composing poetry. The following sections describe the key instructional elements embedded in the media, including the media cover design, learning outcomes, step-by-step writing guidance, contextual exploration, vocabulary tabulation, and the inclusion of a contextual poetry example. Together, these components serve to guide students through an integrated and meaningful learning experience.

1. **Media Cover Design.** The video tutorial's cover was thoughtfully designed using attractive colors, typography, and visual elements to create a compelling and aesthetically pleasing interface. This design balances functionality and aesthetics to enhance the learning experience.
2. **Learning Outcomes.** Clear learning outcomes were established to guide students in understanding the goals and expected competencies for poetry writing. This helps learners stay focused and monitor their skill development.
3. **Step-by-Step Poetry Writing Guide.** The tutorial includes structured steps to facilitate students' understanding of the learning content. This stepwise format allows learners to grasp the sequence and connection of each stage, supporting a more coherent and effective learning process.
4. **Understanding Context.** In this step, students are asked to reflect on a given context—such as the environmental impact of plastic waste. This theme was selected to raise awareness about environmental issues and promote ecological responsibility.
5. **Word Tabulation.** Words are categorized (e.g., nouns like “plastic,” “environment,” “air,” “river”; animals like “fish,” “turtle”) to help students classify vocabulary and select appropriate diction. This supports rhyme and lyrical structure, facilitating creativity in poetry writing.

6. Contextual Poetry Example. A sample poem was provided as a literary and visual reference, demonstrating how environmental themes can be transformed into expressive poetry. It showcases diction choice, rhyme construction, and poetic imagery, helping students model their own work.

### 3.3 Development Stage

#### 3.3.1 Media Expert Validation

The video tutorial was validated by Dr. Mutiara Felicita Amsal, S.Pd.I., M.Pd., an expert in educational technology. Six criteria were assessed: video, duration, sound, procedure, animation, and color. The total score was 146, with an average validity of 92%, categorizing it as "Highly Valid" for instructional use.

**Table 1.** Respondents' and Validators' Questionnaire Responses

No.	Assessed Aspects	Score Obtained	Validity (%)	Category
1	Video	20	100%	Highly Valid
2	Duration	22	88%	Highly Valid
3	Audio	24	80%	Valid
4	Procedure	30	86%	Highly Valid
5	Animation	25	100%	Highly Valid
6	Colour	25	100%	Highly Valid
<b>Total</b>		<b>146</b>	<b>92%</b>	<b>Highly Valid</b>

#### 3.3.2 Language Expert Validation

Validation by Dr. Ridha Hasnul Ulya, S.Pd., M.Pd., an expert in Indonesian language and literature, produced a score of 35 out of 40 (88% validity), indicating the media's language quality was highly effective, communicative, and in line with linguistic standards.

#### 3.3.3 Instructional Expert Validation

Dr. Yunisa Oktavia, S.Pd., M.Pd., a specialist in Indonesian language and literature pedagogy, validated the media with a combined score of 51 (93% validity). The result reflects strong pedagogical and technical quality, making it suitable for teaching poetry writing.

**Table 2.** Validators' Questionnaire Responses

No.	Assessed Aspects	Score Obtained	Validity (%)	Category
1	Content	23	92%	Highly Valid
2	Feasibility	28	93%	Highly Valid
<b>Total</b>		<b>51</b>	<b>93%</b>	<b>Highly Valid</b>

### 3.3.4 Media Practicality

Students evaluated the media's practicality. From three assessed aspects, a total score of 2,386 was obtained, with an average score of 47 and a practicality percentage of 94%. This indicates that the media is highly practical, visually appealing, and effective in facilitating learning.

**Table 3.** Description of Learning Media Practicality Data from Students

No.	Assessed Aspects	Total Score	Average	Practicality Value	Category
1	Ease yo use	783	46	92%	Highly Practical
2	Attractiveness	789	46	93%	Highly Practical
3	Efficiency	814	48	96%	Highly Practical
<b>Total</b>		<b>2386</b>	<b>47</b>	<b>94%</b>	<b>Highly Practical</b>

### 3.4 Implementation Stage

The media was implemented in a class of 39 students (13 female, 26 male) at an SMK in the Industrial Electronics department. This class was selected based on standard deviation analysis. Questionnaire data collected during this phase contributed to the overall evaluation and future refinement of the media.

#### 3.4.1 Normality Test

A Liliefors test was used via Microsoft Excel to determine normality. The result showed  $Lo = 0.112 < Lt = 0.142$  ( $\alpha = 0.05$ ), indicating that posttest data were normally distributed.

**Table 4.** Normality Test

	Statistical Value	$\alpha$	Lo	Lt	Description
Posttest	N=39 X=83.54 $\sum X=3258$ SD=10.86	0.005	0.112	0.142	Normally Distributed

#### 3.4.2 Homogeneity Test

Using Bartlett's test, results showed  $F_{count} = 1.705 < F_{table} = 1.717$ , suggesting homogeneity between pretest and posttest data. Both datasets were normally distributed and homogeneous, meeting the prerequisites for further analysis.

**Table 5.** Homogeneity Test

No	Group	Sample (N)	Significance	Fcount	Ftable	Description
1.	Pretest	39	0.005	1.705	1.717	Homogen
2.	Posttest	39	0.005			

#### 3.4.3 T-Test

A t-test using SPSS revealed  $T_{count} = 6.642 > T_{table} = 2.021$  ( $\alpha = 0.05$ ;  $df = n_1 + n_2 - 2$ ), confirming a significant improvement in posttest scores. This indicates a strong positive effect of the Canva-based video tutorial on students' poetry writing skills.

**Table 6.** T-Test Results

	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	-10.088		
	Poetry Writing Skills	.969	146	.737	6.642	.000

### 3.5 Evaluation Stage

Throughout the development process, the media underwent formative evaluation informed by expert feedback. Suggestions included adjusting background music volume, improving text animation, refining procedural clarity, and aligning video content with assessment tasks. Rubrics were also enhanced for more objective learning outcome assessment. Overall, expert validation from media, language, and instructional perspectives confirmed that the developed Canva-based video tutorial is valid, practical, and effective for teaching poetry writing at vocational high schools. This evaluation supports its broader application in innovative, technology-driven learning environments.

### Discussion

The development of Canva-based video tutorial learning media for teaching poetry writing in vocational high schools (SMK) was motivated by the need to address the gap between students' digital preferences and the traditional learning approach still prevalent in classrooms. The initial needs analysis showed that most students rarely used textbooks and preferred digital resources, yet teachers were still bound to conventional teaching methods. This mismatch contributed to suboptimal student performance in poetry writing. These findings align with Wijaksono & Prima (2022), who emphasized the importance of educational innovation that adapts to the technological tendencies of Generation Z learners.

The positive outcomes of this research are supported by the principles of Multimodal Learning Theory, which posits that learning is enhanced when information is presented through multiple sensory channels. The integration of visual, textual, and auditory elements in the Canva tutorials— including structured layouts, engaging animations, and clear voiceovers— provided a comprehensive learning experience. This approach not only caters to the majority of students identified as visual learners but also bridges abstract poetic concepts with tangible representations. By presenting poetic devices through visual examples and guiding students step-by-step, the media acts as a cognitive scaffold, reducing cognitive load and improving information processing and retention, as per Mayer's Cognitive Theory of Multimedia Learning. This structured and multi-sensory approach helped students build an intuitive understanding of poetic form and imagery.

Moreover, the pedagogical design of the tutorial, which emphasized stepwise instruction and contextual vocabulary building around environmental issues, exemplifies principles of constructivist learning. Students were not merely passive recipients of content but were actively constructing meaning through interpretation, analysis, and creative output. The activity of tabulating words based on environmental categories, for instance, helped students internalize poetic diction and structure in a practical, hands-on manner. Furthermore, framing the writing task around ecological issues not only made the lesson more relevant and socially grounded, but also cultivated empathy and civic consciousness, aligning the learning process with the values of 21st-century education (Al-Jallad, 2020; Clark & Mayer, 2016; DeWitt & Storksdieck, 2019; Kress, 2010; Mayer, 2020; Spiro, 1991).

Validation from three domain experts confirmed the high quality of the developed media. The media expert assessed design and technical aspects with a score of 92%, the language expert evaluated

linguistic clarity with a score of 88%, and the pedagogy expert rated the instructional relevance at 93%. With an average score of 91%, the media falls under the category of “highly valid.” This triangulation strengthens the credibility of the media as an appropriate tool for poetry instruction, supporting Hutabri’s (2022) notion that rigorous validation ensures instructional effectiveness and reliability.

The practicality of the media was also confirmed by both students and teachers. Teachers reported that the media was efficient, attractive, and easy to use, while students found it engaging and accessible. These results suggest that the Canva-based video tutorial not only meets technical standards but also supports classroom implementation in a user-friendly and efficient manner. Practicality is a crucial factor in ensuring consistent usage and positive student engagement, especially in skills-based learning like poetry writing.

Statistical analysis further revealed the effectiveness of the media. Normality and homogeneity tests confirmed that the data met the assumptions required for valid inferential analysis. The t-test demonstrated a significant increase in students’ posttest scores compared to their pretest scores, indicating that the use of Canva-based video tutorials had a measurable positive effect on poetry writing skills. This finding reinforces the idea that well-designed digital media can enhance students’ learning outcomes, especially when aligned with their learning preferences and technological familiarity (Aditiawarman et al., 2025; Alwi et al., 2025; Boeriswati et al., 2021; Naini & Ulya, 2025; Ramadhan et al., 2025; Ulya et al., 2022; Wulandari, 2025).

Despite its demonstrated effectiveness, this study has several limitations. The media’s evaluation was conducted over a short-term period, which means the study could not assess the long-term impact on students’ poetry writing proficiency or their retention of the skills learned. Additionally, the sample size was limited to a single school, which may affect the generalizability of the findings to other vocational high schools or educational contexts. Future research could expand the sample size to include a wider demographic of students and assess long-term learning outcomes to provide a more comprehensive picture of the media’s educational value. The implementation was also limited to the four initial stages of the ADDIE model, suggesting a need for future research to address the final evaluation phase more extensively.

#### 4. CONCLUSION

The findings of this study provide compelling evidence that technology-integrated instructional media can significantly enhance students’ creative skills in vocational education. The Canva-based video tutorial learning media proved to be highly effective, leading to a statistically significant improvement in students’ poetry writing abilities. The media’s development, grounded in the systematic ADDIE model, ensured it was not only highly valid and practical but also deeply aligned with student needs and pedagogical principles.

The implications for pedagogy and policy are substantial. This research underscores that integrating user-friendly digital tools into language learning is a powerful way to foster literacy and writing skills among students, particularly those who are digital natives. Teachers can leverage this media as a valuable tool to facilitate more engaging and innovative instruction, thereby boosting student motivation and independent creative expression. From a policy perspective, these results can serve as a foundation for broader curriculum development initiatives that prioritize the integration of technology-based, student-centered media across various subjects.

While this study offers a strong case for the effectiveness of the media, its findings should be interpreted with caution due to the limited scope of the sample (a single school and specific grade level). Future research should aim to expand the sample size, include different educational levels, or compare the effectiveness of this media with other instructional methods to provide a more

comprehensive understanding of its impact. Additionally, exploring the long-term retention of skills and the media's adaptability to other genres of creative writing could be valuable avenues for further investigation.

## REFERENCES

- Achmad, S. (2023). Pengaruh media pembelajaran berbasis aplikasi Canva terhadap hasil belajar pendidikan agama Islam. *Jurnal Ilmiah Edukatif*, 9(2), 78–95. <https://doi.org/10.37567/jie.v9i2.2474>
- Adisasongko, N. (2019). Pemanfaatan media video tutorial sebagai alternatif pembelajaran di masa pandemi pada peserta didik kompetensi keahlian TKR SMK. In *Prosiding Seminar Nasional Pascasarjana UNNES* (pp. 829–834).
- Aditiawarman, M., Dewirahmadanirwati, D., & Ulya, R. H. (2025). Sociolinguistic insights into youth language phenomena: Patterns and influences in South Jakarta through the lens of #BeritaAkhiraPekan podcast. *AL-ISHLAH: Jurnal Pendidikan*, 17(1), 707–719. <https://doi.org/10.35445/alishlah.v17i1.3312>
- Aditiawarman, M., Ulya, R. H., Chairani, Z., & Yunita, W. (2025). A mixed-methods study of Creole Minangkabau language of Chinese speakers in Padang, Indonesia: Implications for second or third language learning. *International Journal of Learning, Teaching and Educational Research*, 24(6), 1–18. <https://doi.org/10.26803/ijlter.24.6.1>
- Afnita, A. (2022). Effectiveness of CTL-based electronic module development for writing learning high school students. *Tell Us Journal*, 8(1), 50–66.
- Alfiati. (2020). Penggunaan video tutorial sebagai model pembelajaran menulis puisi bagi siswa SMA di masa pandemi virus corona. *An-Nuha: Jurnal Kajian Islam, Pendidikan, Budaya dan Sosial*, 7(1), 53–66. <https://doi.org/10.36835/annuha.v7i1.344>
- Al-Jallad, M. N. (2020). Integrating digital storytelling and multimodality in poetry instruction: A case study. *Journal of Digital Learning in Teacher Education*, 36(4), 221–234. <https://doi.org/10.1080/21532974.2020.1802996>
- Alwi, N. A., Kenedi, A. K., Azizah, Z., Zulkarnain, A. P., Mardin, A., Irwandi, I., & Ulya, R. H. (2025). Pelatihan cerita anak berbasis budaya Minangkabau untuk literasi bagi guru sekolah dasar. *Jurnal Pengabdian Masyarakat (ABDIRA)*, 5(3), 1288–1295. <https://doi.org/10.30605/abdira.v5i3.3210>
- Asmawati, A., Ulya, R. H., & Jasril, J. (2023). A sociological and mimesis studies on the forms of social issues and critique in Indonesian novels. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 2674–2689. <https://doi.org/10.35445/alishlah.v15i3.2789>
- Boeriswati, E., Lustyantje, N., & Ulya, R. H. (2021). Comparative analysis between constructivism methods and modelling methods on skills write student poetry. In *Proceedings of the Tenth International Conference on Languages and Arts (ICLA 2021)* (pp. 33–41). Atlantis Press. <https://doi.org/10.2991/assehr.k.211110.006>
- Br Sinaga, N. Y., & Rosmaini, R. (2022). Pengembangan media poster dalam pembelajaran materi keterampilan menulis puisi siswa SMP kelas VIII. *Basastra*, 11(1), 69.
- Clark, R. C., & Mayer, R. E. (2016). *e-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). John Wiley & Sons.
- DeWitt, J., & Storksdieck, M. (2019). Digital pedagogy and the future of education. In T. P. A. van der Vleuten, A. P. L. H. Bokhove, & J. L. P. van Leeuwen (Eds.), *The Cambridge handbook of instructional technology and pedagogy* (pp. 56–78). Cambridge University Press.

- Efrianto, E., Afnita, A., & Ulya, R. H. (2024). The differences of students' ability in writing poetry through the use of constructivism learning method and modeling strategy. *AL-ISHLAH: Jurnal Pendidikan*, 16(4), 4748–4761. <https://doi.org/10.35445/alishlah.v16i4.3120>
- Erni, E., Ulya, R. H., Marhamah, M., & Nurmalingda, N. (2024). Pemanfaatan gamifikasi dalam penyusunan asesmen formatif pembelajaran diferensiasi di SMP Nurul Falah Kulim Pekanbaru. *Jurnal Pendidikan Tambusai*, 8(3), 50037–50046.
- Ferdiansyah, H. M., Rizal, F., & Ulya, R. H. (2023). Problem-based blended learning models in vocational education: A developmental research. *International Journal of Information and Education Technology*, 13(12), 1003–1010. <https://doi.org/10.18178/ijiet.2023.13.12.1954>
- Gani, E., & Ulya, R. H. (2022). The resilience of the professionalism of writing learning teacher in Indonesia. In *Proceedings of the 5th International Conference on Language, Literature, and Education (ICLLE-5 2022)* (pp. 233–243). Atlantis Press. <https://doi.org/10.2991/assehr.k.221208.027>
- Gidion, M. Z., & Ulya, R. H. (2025). Struktur, isi, dan unsur kebahasaan teks berita siswa kelas VII MTsN 7 Tanah Datar. *EDU RESEARCH*, 6(1), 1835–1849.
- Gugun Riyanto, T., William, N., & Wardhani, I. S. K. (2022). Pengaruh media pembelajaran video tutorial untuk meningkatkan keterampilan membaca puisi siswa sekolah dasar. *Jurnal Pendidikan DEWANTARA: Media Komunikasi, Kreasi dan Inovasi Ilmiah Pendidikan*, 8(2), 92–101. <https://doi.org/10.55933/jpd.v8i2.370>
- Gumilar, S. I., & Aulia, F. T. (2021). *Cerdas cergas berbahasa dan bersastra Indonesia*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Hasanah, N. (2022). Perancangan video tutorial untuk pembelajaran keyboard bagi pemula menggunakan metode MDLC. *Telcomatics*, 6(2), 67.
- Ilyas, M. A., Yunus, Y., & Menrisal, M. (2020). Perancangan dan pembuatan media pembelajaran berbasis android pada mata pelajaran administrasi infrastruktur jaringan. *Jurnal PTI (Pendidikan dan Teknologi Informasi) Fakultas Keguruan Ilmu Pendidikan Universitas Putra Indonesia "YPTK" Padang*, 7(1), 32–42.
- Islami, F., & Ulya, R. H. (2025). Pengaruh model Project Based Learning berbantuan media audiovisual terhadap keterampilan menulis teks prosedur siswa kelas VII SMP Pembangunan Laboratorium UNP. *EDU RESEARCH*, 6(1), 1388–1398.
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Mahyudi, A. (2023). Efektivitas penggunaan teknologi dalam pembelajaran bahasa Indonesia. *ARMADA: Jurnal Penelitian Multidisiplin*, 1(2), 122–127.
- Mala, N. N., Martono, B., & Mardiana, N. (2023). Penggunaan media infografis digital berbasis aplikasi Canva sebagai peningkat hasil belajar siswa dalam pembelajaran teks anekdot. *Metafora: Jurnal Pembelajaran Bahasa dan Sastra*, 10(2), 101.
- Marisyah, S. (2021). Metode sugestopedia dalam pembelajaran menulis puisi. *Jurnal Ilmiah Pendidikan Scholastic*, 5(3), 6–12.
- Marlina, L., Wahyuni, D., Aufa, F., & Ulya, R. H. (2024). Female agency in Suzanne Collins' *The Hunger Games* (2008). *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 7(4), 226–242. <https://doi.org/10.5281/zenodo.10876543>
- Maulidah, T. (2020). Peningkatan keterampilan menulis puisi dengan media gambar. *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, dan Pengembangan*, 2(1), 64–70.
- Mayer, R. E. (2020). *The Cambridge handbook of multimedia learning* (2nd ed.). Cambridge University Press.

- Merli Yuridha. (2022). Pengembangan modul elektronik berbasis Project Based Learning (PjBL) pembelajaran menulis teks eksposisi di kelas X Madrasah Aliyah Kabupaten Agam (*Unpublished manuscript*).
- Monoarfa. (2021). Pengembangan media pembelajaran Canva dalam meningkatkan kompetensi guru. In *Seminar Nasional Hasil Pengabdian* (pp. 1–7).
- Muhammad, F. (2022). Pengembangan media pembelajaran menulis puisi dalam bentuk audio visual berbasis pendidikan karakter siswa kelas X SMA Al-Hikmah Medan (*Unpublished manuscript*).
- Naini, I., & Ulya, R. H. (2025). Reasoning patterns and sentence construction errors in students' scholarly articles: A content analysis of academic writing in Padang City. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 1023–1036. <https://doi.org/10.35445/alishlah.v17i2.3421>
- Ningsi, T. N., & Ulya, R. H. (2025). Pengaruh Project Based Learning terhadap keterampilan menulis teks biografi siswa fase E SMA Negeri 1 Sutera. *EDU RESEARCH*, 6(1), 1892–1903.
- Panadjo, H., Manongko, J., Munaiseche, R., Sumarauw, H., & Ratag, L. (2021). Pengaruh penggunaan media pembelajaran video tutorial terhadap hasil belajar pekerjaan dasar teknik otomotif. *GEARBOX: Jurnal Pendidikan Teknik Mesin*, 2, 23–28.
- Putri, D. S., Aryana, S., Rachman, A., Sari, H. Y., & Ulya, R. H. (2025). Symbols of abuse of power in Muhammad Ramadhan Batubara's short story "Pesan dari Seorang yang Bernama Presiden". *JLER (Journal of Language Education Research)*, 8(2), 82–92.
- Putri, N. N., & Rukiyah, S. (2021). Keefektifan media Wattpad dalam pembelajaran menulis puisi pada siswa kelas X SMK Setia Darma Palembang. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 5(1), 381–394.
- Rachman, A., Oktoviandry, R., Putri, D. S., Ningsih, A. G., Ulya, R. H., Indriyani, V., & Juita, N. (2023). Pelatihan pembuatan video pembelajaran interaktif berbantuan aplikasi Edpuzzle bagi guru SMPN 4 Harau Kabupaten Lima Puluh Kota. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(5), 10928–10933.
- Rachman, A., Putri, N., Ulya, R. H., Sari, H. Y., Putri, D. S., & Putri, S. M. (2024). Alih dan campur kode pada konten podcast *Pandeka* di Noice dalam perspektif kajian sosiolinguistik. *Jurnal Ilmiah Pendidikan Scholastic*, 8(3), 37–47.
- Ramadhan, S., Dewirahmadanirwati, D., Ulya, R. H., & Jamaluddin, N. B. (2025). The coagulation of politeness and character in Indonesian language learning in the digital era. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 1–15. <https://doi.org/10.35445/alishlah.v17i2.3500>
- Ramadhani, E. W., Ngatmini, Kandida, & Sidiq, R. Y. B. (2024). Penerapan aplikasi Canva sebagai media pembelajaran keterampilan menulis teks puisi. *Jurnal Pembahsi (Pembelajaran Bahasa dan Sastra Indonesia)*, 14(2), 226–235.
- Ritonga, S. M. (2022). Pengembangan media pembelajaran video animasi pada materi menulis puisi kelas X SMA (*Unpublished manuscript*).
- Saputro, H., Suwandi, S., & Harjito, H. (2020). Pengembangan bahan ajar menulis puisi di SMP Kabupaten Jepara. *Teks: Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya*, 5(1), 46–54.
- Sari, H. Y., Rachman, A., Putri, D. S., Ulya, R. H., & Widhyah, D. Y. (2024). The narrative of crime in Andrea Hirata's novel *Orang-Orang Biasa*: A formulaic study. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 14(2), 258–270. <https://doi.org/10.30738/lensa.v14i2.12045>
- Sari, M., Elvira, D. N., Aprilia, N., Dwi, R. S. F., & Aurelita, M. N. (2024). Media pembelajaran berbasis digital untuk meningkatkan minat belajar pada mata pelajaran bahasa Indonesia. *Warta Dharmawangsa*, 18(1), 205–218.
- Spiro, R. J., Feltovich, P. J., Jacobson, M. J., & Coulson, R. L. (1991). Cognitive flexibility, constructivism, and hypertext: Random access instruction for advanced knowledge acquisition

- in ill-structured domains. In *The theoretical foundations of instructional technology* (pp. 1–25). Lawrence Erlbaum Associates.
- Sugiyono. (2020). Uji validitas dan reliabilitas alat ukur SG posture evaluation. *Jurnal Keterampilan Fisik*, 5(1), 55–61.
- Sumaryanti, S. (2023). Inovasi pembelajaran bahasa Indonesia dalam kurikulum merdeka belajar untuk mewujudkan profil pelajar Pancasila. *Jurnal Indonesia Sosial Teknologi*, 4(1), 47–55.
- Sunarti, S. (2022). Pembuatan media pembelajaran menggunakan Canva pada pelatihan media pembelajaran berbasis teknologi informasi dan komunikasi di Kabupaten Muba. *Jurnal Perspektif*, 15(1), 96–105.
- Syamsuri, A. S., & Bur, E. Y. (2023). Peran pembelajaran bahasa dan sastra Indonesia dalam membentuk karakter pada era VUCA. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 11–21.
- Ulya, R. H. (2015). *Ragangan bahasa Indonesia*. Sukabina.
- Ulya, R. H. (2016). Aksiologis sastra dalam gamitan nilai etika pada superstisi masyarakat Kubuang Tigo Baleh. In *ASEAN Comparative Education Research Network Conference (ACER-N) Proceeding* (pp. 1223–1233).
- Ulya, R. H. (2017). *Bahasa Indonesia: Dua dalam satu dunia*. Sukabina.
- Ulya, R. H. (2024). Transformasi makrolinguistik bahasa Indonesia dalam gamitan media digital: Analisis wacana kritis pada platform media sosial. *Jurnal Ilmiah Langue and Parole*, 8(1), 91–99. <https://doi.org/10.30659/lp.8.1.91-99>
- Ulya, R. H. (2025). Korelasi keterampilan menyimak dengan keterampilan menulis teks berita siswa kelas VII UPT SMP Negeri 4 Sungai Tarab. *EDU RESEARCH*, 6(1), 1172–1179.
- Ulya, R. H., Gani, E., & Noveria, E. (2022). Ethnolinguistic perspective: Correlational superstition and *Sumbang Duo Baleh* Minangkabau society. In *Proceedings of the 5th International Conference on Language, Literature, and Education (ICLLE-5 2022)* (pp. 157–167). Atlantis Press. <https://doi.org/10.2991/assehr.k.221208.017>
- Wulandari, A. R., & Ulya, R. H. (2025). Korelasi keterampilan membaca pemahaman dan keterampilan menulis teks negosiasi siswa kelas X SMA Negeri 1 Koto XI Tarusan. *EDU RESEARCH*, 6(2), 2560–2565. <https://doi.org/10.31539/edures.v6i2.4210>