



Analysis of Using Canva Media to Enhance Poetry Writing Skills in Elementary School

Mamik Arifah^{1*}; Heru Subrata²; Nurul Istiq'faroh³

^{1,2,3}Magister Pendidikan Dasar, Universitas Negeri Surabaya, Indonesia

^{1*}Corresponding Email: 24010855072@mhs.unesa.ac.id, Phone Number: 0812 xxxx xxxx

Article History:

Received: Sept 28, 2024

Revised: Oct 30, 2024

Accepted: Nov 17, 2024

Online First: Nov 27, 2024

Kata Kunci:

Canva,
Elementary School Student,
Instructional Media,
Write Poetry.

Keywords:

Canva,
Media Pembelajaran,
Menulis Puisi,
Siswa Sekolah Dasar.

Abstract: The biggest challenge experienced by elementary school teachers is instilling writing skills in their students. One alternative to improve writing skills is to write poetry. This research describes how elementary school students' poetry writing skills can be improved by using appropriate and interactive learning media such as Canva, which can facilitate elementary school students in developing creativity, imagination, and interest in writing poetry. This research uses descriptive qualitative methods with library study techniques. Data collection techniques using library research are carried out by searching for scientific articles that are relevant to the research. The scientific articles were obtained through the Garuda and Google Scholar databases for 2020-2024. There are 5 (five) articles taken and have been indexed by SINTA and national journal accreditation. Critical appraisal uses JIB, and data analysis uses a simplified approach. Based on the results of a study of 5 scientific articles, using the Canva application media can improve elementary school students' poetry writing skills to have a positive impact. Students are more interested and enthusiastic about participating in learning activities, making it easier for them to get inspiration for diction and express their creativity so they can develop imagination and creativity in writing poetry.

How to cite:

Arifah, M., Subrata, H., & Istiq'faroh, N. (2024). Analysis of Using Canva Media to Enhance Poetry Writing Skills in Elementary School. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(3), 1622-1636.

This is an open-access article under the CC-BY-NC-ND license



Abstrak: Tantangan terbesar yang dialami guru sekolah dasar adalah menanamkan keterampilan menulis pada siswanya. Salah satu alternatif untuk meningkatkan keterampilan menulis adalah dengan menulis puisi. Penelitian ini bertujuan untuk mendeskripsikan bagaimana keterampilan menulis puisi siswa sekolah dasar dapat meningkat melalui penggunaan media pembelajaran yang tepat dan interaktif seperti Canva, sehingga dapat memfasilitasi siswa sekolah dasar dalam mengembangkan kreativitas, imajinasi, serta minat terhadap menulis puisi. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik studi kepustakaan. Teknik pengumpulan data dengan studi pustaka dilakukan dengan mencari artikel ilmiah yang relevan dengan penelitian. Artikel ilmiah yang diambil didapat melalui database Garuda dan Google Scholar dengan rentang tahun 2020-2024. Terdapat 5 (lima) artikel yang diambil dan telah terindeks SINTA dan akreditasi jurnal nasional. Critical appraisal menggunakan JIB dan Analisa data menggunakan pendekatan *simplified approach*. Berdasarkan hasil kajian pada 5 artikel ilmiah dapat disimpulkan bahwa Canva sebagai media ajar memiliki dampak positif terhadap peningkatan keterampilan menulis siswa sekolah dasar meliputi penggunaan yang valid, praktis, dan efektif dalam pembelajaran daring dan luring, memberi pengalaman ajar yang menarik dan juga interaktif, serta dapat menggabungkan elemen audio visual yang memperkaya pembelajaran. Canva memberi kesempatan bagi siswa untuk berkreasi dalam menulis puisi dengan desain grafis yang menarik, meningkatkan kreativitas dan pemahaman mereka tentang konsep puisi.

A. Introduction

Indonesian serves as the mother tongue and originates from the homeland of Indonesia (Ningrum, 2020), playing a vital role as a unifying language and national identity (Putri, 2017). Another role of Indonesian is as the primary medium of communication for Indonesian society, as it inherently fulfills communicative functions (Puspitasari, 2017; Ayudia et al., 2016). Additionally, Indonesian is recognized as the language of instruction in national education, explicitly stated in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, Chapter VII, Article 33, Paragraph 1, designating it as a tool for knowledge transfer to students. This regulation also underscores Indonesian as an integral component of the national curriculum, formally introduced as the subject of Indonesian language studies in formal education.

In the 21st century, there is a growing awareness of the necessity for linguistic understanding and practical communication skills (Hendratno et al., 2023). As part of Indonesian educational policy, the Indonesian language has been introduced early, beginning in elementary school (grades 1 to 6) (Fitria & Kurniawan, 2022). The independent curriculum, regulated under the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Regulation No. 008 of 2022, specifies learning outcomes for Phase C in the Indonesian language, mainly focusing on writing skills. The competency in writing skills is defined as follows: "Students are expected to apply linguistic and literary principles to write texts that adhere to context and cultural norms, use new vocabulary with denotative, connotative, and figurative meanings. Students express emotions based on factual and imaginative perspectives (both personal and others') in aesthetically pleasing prose and poetry, employing vocabulary creatively" (Copy of Decision by the Head of the Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology No. 008/H/Kr/2022, 2022). Writing proficiency is also emphasized as a critical indicator of the successful learning process in elementary education (Astutik & Subrata, 2017). Rahayu et al (2024) identified that a significant challenge for primary school teachers is instilling writing skills in students, highlighting the importance of addressing this gap. A potential approach to enhance writing skills is through poetry writing.

The ability to write poetry involves conveying ideas, perspectives, and emotions through literary language, as it encompasses aspects such as ideas, presentation, and emotional engagement through literary language (Anatasya et al., 2024). In the Indonesian language curriculum of formal education, writing is a crucial skill that students must develop. Writing is the process of reflecting ideas generated by the mind and converting them into written words (Suparmi & Subrata, 2015), a skill not all students easily acquire. Poetry writing, which requires diction selection, fosters writing skills, creativity, moral values, and character formation (Razanah & Solihati, 2022). According to Rambe et al (2023), poetry writing provides a medium for expressing ideas on a blank page, allowing unique, thoughtful word choices to enhance the aesthetic quality. This benefit makes poetry writing especially valuable in early education, such as elementary education. Piaget's theory suggests that children aged 10-12 have developed reflective thinking abilities, which implies

that they should be able to articulate their thoughts into written symbols such as poetry (Ilhami, 2022). This perspective underscores the importance of poetry writing skills for elementary students.

However, elementary students perceive poetry writing as challenging to learn, resulting in low interest and achievement. Shadiqa et al (2023) report that students struggle with poetry writing due to limited imagination, creativity, and vocabulary selection. These challenges stem from ineffective teaching strategies, where inadequate instructional techniques and media hinder students' engagement in poetry writing classes (Muktadir & Ariffiando, 2020). Thus, selecting appropriate instructional media to improve students' poetry writing skills is the foundation of this study. As academic facilitators, teachers must adapt or choose suitable media based on students' needs and characteristics.

As an educational aid, instructional media primarily aims to convey messages facilitating learning objectives (Djamarah & Zain, 2020). Practical media usage supports students' concept comprehension, engagement, and deeper understanding. Criteria for media selection include content alignment, student characteristics, learning style preferences, and availability of supporting resources (Salim & Utama, 2020). In research by Istiq'faroh et al (2020), digital comic media positively impacted elementary students' creativity and writing skills by providing engaging visuals and dialogues, proving more effective than traditional methods. Interactive learning media fosters a more enjoyable learning experience by involving students in the learning process and enhancing their motivation and interest, which, in turn, benefits teachers in creating an inspiring classroom atmosphere (Novitasari et al., 2020).

Technology-based instructional media has proven effective in enhancing students' motivation and engagement (Hartanto & Mariana, 2024). Technology facilitates access to diverse educational resources, facilitating a more efficient and effective learning process (Lestari & Putri, 2024). Information technology is crucial in improving educational quality through innovative and adaptable approaches to modern educational demands.

Interactive multimedia learning integrates various media elements within a single platform or software, including text, images, audio, video, animations, and interactive features (Yahya & Lutfi, 2023). The primary objective of such media is to enhance the quality and effectiveness of learning by offering a more engaging, profound, and interactive experience. Visualization and interactivity assist in explaining abstract concepts more effectively (Kusumawati et al., 2021), allowing students to explore content more deeply, resulting in better comprehension.

Among various interactive learning tools, Canva stands out. Canva is an online design application that provides multiple templates such as posters, banners, flyers, presentations, infographics, and more (Rizanta & Arsanti, 2022). Accessible on smartphones and other devices, it offers free tools for creating visually engaging learning media (Anggraeny et al., 2021). Utilizing Canva features can enhance the creativity of instructional media development (Purba, 2022).

A related study on elementary students' limited poetry writing skills was conducted by Suparmi & Subrata (2015) among Grade III students at SDN Lakardowo Mojokerto. This study revealed that 67% of the 22 students failed to meet the minimum competency standard (KKM) score of 70 for the core competency of poetry writing, particularly in "Writing poetry based on images with engaging word choices." This low achievement is attributed to a monotonous teaching approach, where teachers solely explain poetry theory and assign tasks without creative media to stimulate students' imagination. Writing poetry requires more than arranging words; it requires supportive media to evoke ideas and emotions. Students find translating their emotions into captivating poetry easier with suitable media. This highlights the importance of interactive and visual media in elementary poetry writing classes.

Prior research relevant to this study includes works by Johanes & Hasanudin (2023) and Ayu et al (2023), which explored Canva as a learning tool to enhance poetry writing skills among secondary school students. These studies assessed Canva's effectiveness in improving poetry writing through observational methods. The primary difference in this study lies in the target population and methodological approach. This study focuses on elementary students who have yet to be explored regarding Canva as an interactive poetry-writing tool. Previous studies focused more on junior and senior high school students, while this study provides a novel contribution by emphasizing poetry writing skill development at the elementary level. According to Piaget's theory, elementary-aged children (10-12 years) possess reflective thinking and can express ideas through symbols like poetry. Thus, employing Canva for elementary students demands a distinct approach. Previous studies utilized qualitative descriptive approaches, while this study proposes a comprehensive literature review.

This research describes how elementary students' poetry writing skills can improve through appropriate, interactive learning media like Canva, facilitating creativity, imagination, and interest in poetry writing. It examines Canva's effectiveness in aiding students in producing appealing, linguistically accurate poetry. It evaluates how Canva as an instructional tool influences students' interest and motivation in writing poetry, with the analysis based on a literature review.

B. Method

The research method employed is a qualitative literature study with a descriptive approach to describe and analyze the use of Canva as a medium for enhancing poetry writing skills among elementary school students. The descriptive qualitative approach was selected to provide an in-depth description of the observed phenomenon without variable manipulation, allowing researchers to comprehensively understand Canva's impact on the poetry writing learning process. This method is highly beneficial in educational contexts, providing a deeper understanding of students' perceptions, experiences, and interactions within learning activities (Sugiyono, 2019). Through this method, researchers can explore students' experiences using Canva as a learning tool and its effects on their motivation and

skills in writing poetry. Data collection for this study was conducted through a literature review. This technique is an effective method in qualitative research for identifying, understanding, and analyzing relevant information to support research outcomes (Sugiyono, 2019). In qualitative research, a literature review enables researchers to understand the research context based on existing knowledge and findings, strengthening the argument and ensuring data validity (Cresswell, 2017). In this study, data from various relevant sources, such as journals, articles, and prior research discussing the use of Canva in educational settings—particularly in improving writing skills—were collected and analyzed qualitatively to gain a deeper understanding.

Data analysis in this study was conducted using a descriptive approach, organizing, categorizing, and analyzing data from the literature based on themes relevant to Canvas use in poetry writing instruction. Data collection involved a structured literature review process, including source examination, data sorting, processing, display, abstraction, interpretation, and conclusion (Darmalaksana, 2020).

Five relevant scientific articles published between 2020 and 2024 were selected as secondary data sources from the Garuda Digital Reference and Google Scholar databases. Since not all journals within these databases are of high quality, each article's relevance and reputation were verified through the SINTA (Science and Technology Index) and ARJUNA (National Journal Accreditation) websites to ensure the research is supported by high-quality sources that meet the standards set by Indonesia's Ministry of Education, Culture, Research, and Technology.

Scientific articles were searched using keywords pertinent to this study, such as "Canva" and "Poetry Writing." This search yielded seven relevant articles on Garuda Digital Reference and 797 on Google Scholar. Of the seven articles found on Garuda Digital Reference, only two were relevant and accredited according to this study's criteria—"Canva Media, Poetry Writing Skills, and Elementary School Students"—as the other articles focused on secondary school students, which is irrelevant to this study. Similarly, only five articles on Google Scholar were relevant and accredited.

Data analysis utilized a simplified approach aimed at streamlining the literature review process by simplifying the steps, where researchers focused on selecting the most relevant and easily understandable literature without overly complex search and analysis processes (Sumartiningsih & Prasetyo, 2019). The simplified approach includes focusing on directly relevant literature, avoiding overly broad searches, and selecting only the most relevant literature for the research topic. After finding the literature, researchers note vital points from each selected article, focusing on essential information supporting the research without analyzing every detail. The selected literature findings are then organized comprehensibly, avoiding overly technical or complex language.

Critical appraisal in this study utilized the Joanna Briggs Institute (JBI) tool, as JBI is equipped to assess various types of studies, including cohort studies, case-control studies, clinical trials, cross-sectional studies, and qualitative studies. Specifically, this study adopted the JBI Critical Appraisal Checklist, designed to evaluate articles with a checklist

approach. JBI functions as a critical appraisal tool through a checklist containing questions designed to aid in evaluating the quality and validity of articles used in the study. JBI helps identify whether qualitative articles used as literature possess the credibility and relevance to answer the research questions, examining aspects such as research objectives, the suitability of analysis needs, and whether conclusions align with the intended research outcomes.

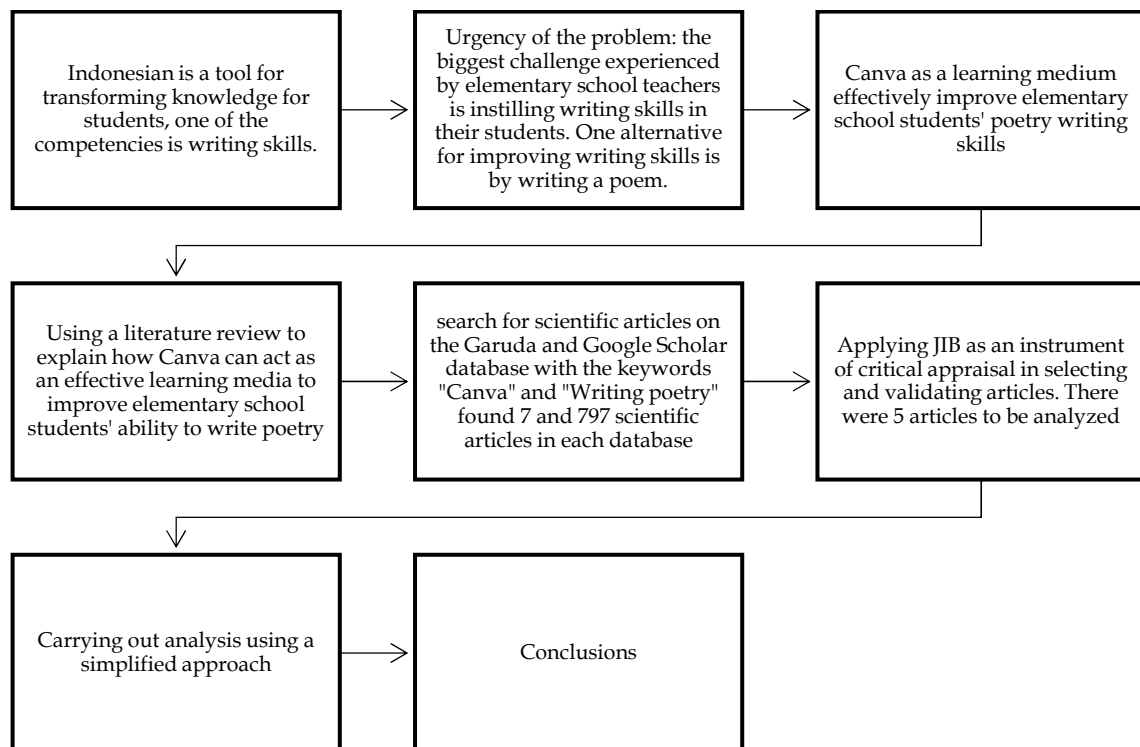


Figure 1. Conceptual Framework

C. Result and Discussion

Data Analysis

Data analysis was conducted using a simplified approach to streamline the process while maintaining systematic rigor. Eight hundred-four articles (7 from Garuda Digital Reference and 797 from Google Scholar) were identified using the keywords "Canva and Poetry Writing." Of these, only five articles were found to be highly relevant to the objectives of this study. The search employed Boolean operators "and" in both Indonesian ("dan") and English ("and") to combine concepts and refine the search results, narrowing down the selection to scientifically relevant articles.

Critical Appraisal

The critical appraisal in this study employs the JBI Critical Appraisal tool, which can assess various types of studies, including cohort studies, case-control studies, clinical trials, cross-sectional studies, and qualitative studies.

Results of Literature Review

Based on the literature review, five articles were identified that explore Canva as a supportive tool for enhancing poetry writing skills among elementary school students. The literature review across these five studies reveals that Canva positively impacts students' poetry writing skills in various ways.

The findings from the first article demonstrate that digital teaching materials based on Canva, developed using the ADDIE model (Analysis, Design, Development or Production, Implementation or Delivery and Evaluations), were deemed "highly suitable" for online and offline learning in elementary schools. This result indicates that Canva-based teaching materials facilitate learning and support students in writing poetry. Overall, the Canva-based materials were well-received by teachers and students, meeting necessary quality standards based on expert assessments.

The second article highlights that Canva-based teaching materials are valid, practical, and effective for Indonesian language learning, particularly poetry writing. These materials meet standards, are user-friendly, and successfully enhance students' poetry writing skills.

In the third article, Canva was used as an aid in developing acrostic poems, showing significant improvement in students' acrostic poetry skills before and after utilizing the song "Alam Asriku" with Canva support, as indicated by pre-test and post-test results. Qualitatively, teachers and students provided positive feedback on using the "Alam Asriku" song and Canva, reporting improvements in creativity, structure, and quality of students' acrostic poems. The engaging and interactive media fostered students' enthusiasm for writing, enabling them to develop imagination, ideas, and thoughts.

The fourth article reveals that training and guidance on using Canva positively impacted students' graphic design and poetry writing skills. Initially, many students were unfamiliar with Canva; some even struggled with its usage. However, after receiving guidance, students became proficient in using Canva, with most able to create quality designs and improve their poetry writing after the training.

The fifth article employed a phased instructional cycle for elementary students, applying an audiovisual method using Canva to develop poetry writing skills. Across each cycle, students consistently improved their poetry writing abilities, achieving up to 80% proficiency by the end of the final cycle (Cycle II). This finding highlights Canva's effectiveness in supporting the audiovisual method in developing elementary students' poetry writing skills. Below are the five articles that served as crucial literature for the focus of this study:

Table 1. Data Analysis Matrix of Articles Used in the Literature Review

No	Source, Author, Year	Research Design	Results
1.	Abidah (2022) <i>Universitas Nahdlatul Ulama Sidoarjo (SINTA). Pengembangan Bahan Ajar Digital Berbasis Canva Bagi Peserta Didik Kelas Iv Tema 6 Materi Menulis Puisi Di Sd Negeri Sidoklumpuk.</i>	Research on the development of digital teaching materials using the ADDIE development model.	The research results indicate that expert validation of Canva-based digital teaching materials showed highly appropriate outcomes, with a score of 93% for teaching material validation and 88.75% for content validation. Teacher response questionnaires scored 87%, and student responses showed a result of 83.7%, indicating that these teaching materials are very engaging and suitable for online and offline learning.
2.	Shelly et al (2023) <i>JOEAI (Journal of Education and Instruction) Volume 6, Nomor 2, Pengembangan Bahan Ajar Berbasis Canva Untuk Meningkatkan Keterampilan Menulis Puisi Siswa Kelas 4 SD Negeri 48 Lubuklinggau.</i>	Research and Development (R&D) using the 4-D development model.	The three main focuses of this study are the suitability, practicality, and effectiveness of Canva as teaching material. Canva received an average score of 0.91 as an instructional medium, indicating its suitability within educational standards. The practicality of Canva, based on feedback from teachers and students, received an average score of 4.95, demonstrating that Canva is easy to use for both teachers and students. The effectiveness assessment results show that Canva-based teaching materials for poetry writing are adequate, with an average score of 0.99. These materials effectively help students improve their poetry writing skills.
3.	An-Nisa & Sutikno (2024) <i>Edunesia Jurnal Ilmiah Pendidikan Pengembangan Media Lagu Dibantu Canva Untuk Meningkatkan Keterampilan Menulis Puisi Akrostik</i>	Mixed-method research (qualitative and quantitative), qualitative using the ADDIE model, and quantitative using pre-test and post-test (t-test and N-gain test)	In this study, Canva serves as a supporting audiovisual medium. The development of the Canva-assisted song media titled "Alam Asriku" to enhance acrostic poetry writing skills for Grade V students at SDN 01 in Balong, Karanganyar, demonstrates that the implementation of Canva-supported song media effectively improves students' acrostic poetry writing abilities.
4.	Widiarti et al (2024) <i>Jayapangus Press Cetta: Jurnal Ilmu Pendidikan Penggunaan Dampak Positif Terhadap Eksplorasi Kreativitas Literasi Digital Painting Canva</i>	Descriptive qualitative using observation and interviews	Using digital painting can enhance students' creativity in learning poetry at the elementary level. Using Canva in painting activities positively explores students' creativity, helping them quickly grasp and express poetry. Canva as a medium generates enthusiasm among students to engage in painting

No	Source, Author, Year	Research Design	Results
	<i>Pembelajaran Puisi Kelas 5 SDN Gondek</i>		and understand poetry writing lessons conducted in the classroom.
5.	Septiarini et al (2023). <i>JS (Jurnal Sekolah). Penerapan Media Pembelajaran Berbasis Audio Visual Canva Untuk Meningkatkan Keterampilan Menulis Puisi</i>	Classroom action research method. The PTK model developed by Kemmis and Taggart	This study demonstrates a significant increase in students' poetry writing skills over two cycles due to implementing audiovisual learning media with Canva. In Cycle I, the improvement rate was 40%, which increased to 80% in Cycle II. Therefore, Canva as an audiovisual medium effectively enhances students' poetry writing skills.

Discussion

The findings from the literature review of several articles indicate that Canva, as an instructional medium, plays an essential role in the educational process, particularly in enhancing teaching and learning effectiveness. Using Canva appropriately can help create a more engaging and interactive learning environment, making it easier for students to understand the material presented. Based on the literature review, several benefits of using Canva as a learning medium to improve poetry writing skills among elementary students have been identified: it is "highly suitable" for both online and offline learning methods, Canva possesses three essential qualities—valid, practical, and effective—as a teaching medium. Canva can also be an instructional aid in audiovisual techniques and provides value as a platform for practicing creative visual design and poetry writing. The following sections provide a detailed explanation of each of these benefits:

1. Canva as a Learning Medium for Online and Offline Methods in Enhancing Elementary Students' Poetry Writing Skills

Canva can be used for both face-to-face (offline) and online learning. As stated in the first thematic finding, its use in both methods has proven effective in enhancing elementary students' poetry writing skills. Experts, teachers, and students have validated Canva as "highly suitable" for online and offline learning. In online learning, Canva enables students to learn more engagingly and interactively. In contrast, in offline learning, Canva provides teaching materials facilitating collaboration and creativity between teachers and students in poetry writing. This, in turn, encourages greater student engagement and enhances their poetry writing skills. Using Canva as a medium aims to improve the quality and effectiveness of learning by providing students with a more engaging, immersive, and interactive learning experience. Visualization and interactivity help convey abstract concepts more effectively (Kusumawati et al., 2021).

2. Canva is a Valid, Practical, and Effective Learning Medium for Enhancing Elementary Students' Poetry Writing Skills

Canva has also proven to be a valid tool (meeting educational standards), practical (easy to use for both teachers and students), and practical (able to enhance students' poetry

writing skills). Canva-based teaching materials have received positive feedback from teachers and students, indicating that this tool helps students better understand poetry writing. Using Canva in learning also increases students' interest and engagement in the learning process, as its appealing media can spark students' interest and encourage them to participate actively in learning activities (Said, 2020).

3. Canva as a Support Tool for Audiovisual Learning Methods in Enhancing Elementary Students' Poetry Writing Skills

The audiovisual learning method combines sound (audio) and imagery (visual) elements to help students better understand the material. Canva can be used to design audiovisual learning materials (Rizanta & Arsanti, 2022), meaning it not only presents visuals that support poetry but can also integrate relevant audio elements, such as songs or narrations, to deepen students' understanding of the poetry they study. Presenting media that combine animations with images in a multimedia-based format makes learning more engaging and captures students' attention (Suhailah et al., 2021). Teachers can use Canva to create visually appealing graphic designs for poetry visualization, such as illustrations or background images that align with the poem's theme. For instance, if students are asked to write a poem about nature, Canva allows teachers to add images of trees, mountains, or oceans next to the poem, helping students illustrate their ideas and imagination in writing. Canva also enables the integration of audio elements, such as sound recordings or background music, which can help students connect more deeply with the emotions and messages they aim to convey in their poetry. For example, when students write a poem about rain, background rain can be played to create a more profound atmosphere, enriching the poetry-writing experience. Thus, students' poetry writing skills can improve as they develop the ability to express their ideas more visually and emotionally.

4. Canva as a Platform for Practicing Poetry Writing

Canva also serves as a direct practice platform for students to hone their poetry writing skills. Beyond simply being a tool for creating instructional materials, Canva provides students with a space to create their poetry works, enhanced with attractive graphic designs. Students can choose from poetry templates available in Canva or design their own. They can add visual elements such as images, shapes, colors, and fonts that match the theme of their poems. For instance, if a student writes a poem about the "beauty of nature," they can include landscape images to embellish their poem. This process encourages students to be more creative in combining words and images to convey their poetry's message more engagingly. Canva offers various features that support students' creative exploration, such as options to select fonts, add illustrations, choose colors, and blend different design elements. As with interactive multimedia learning, Canva integrates various media elements—text, images, audio, video, animation, and interactive features—within a single platform or software (Yahya & Lutfi, 2023).

Based on the points derived from the literature review, using technology-based learning media in the learning process has been proven effective in increasing student motivation and engagement (Hartanto & Mariana, 2024), with Canva being one example. Given Canva's effectiveness in enhancing poetry writing skills among elementary students, I, as the researcher, recommend that this media be implemented in all elementary schools. However, some challenges have been observed, notably the limited availability of technological facilities such as laptops, tablets, and LCD projectors in certain elementary schools. Additionally, unstable internet connections often hinder implementing digital-based learning (Munawir & Apriana, 2019). Therefore, support from schools and the government in providing adequate resources is essential to ensure the effective operation of digital learning platforms like Canva.

D. Conclusion

The conclusions drawn from the preceding discussion indicate that the use of Canva as an instructional medium has a positive impact on enhancing poetry writing skills among elementary school students. Canva has proven effective in both online and offline learning by providing an engaging and interactive educational experience. It also possesses validity, practicality, and effectiveness characteristics and can integrate audiovisual elements that enrich the learning process. As a platform, Canva offers students the opportunity to write poetry creatively with attractive graphic designs, enhancing their creativity and understanding of poetic concepts.

This research implies that integrating visual and audio elements in education can improve student comprehension. Canva, which enables teachers and students to combine images, text, and audio, can enhance the learning experience, especially in abstract subjects like poetry. Suggestions for future research include comparing the effectiveness of Canva with other technology-based learning tools or developing structured Canva-based learning modules to improve poetry writing skills. These modules could guide teachers in preparing more interactive and engaging instructional materials.

References

- Abidah, N. (2022). *Pengembangan Bahan Ajar Digital Berbasis Canva bagi Peserta Didik Kelas IV Tema 6 Materi Menulis Puisi di SD Negeri Sidoklumpuk Sidoarjo* (Doctoral dissertation, Universitas Nahdlatul Ulama Sidoarjo).
- Anatasya, E., Rahmawati, L. C., & Herlambang, Y. T. (2024). Peran Orang Tua dalam Pengawasan Penggunaan Teknologi Digital pada Anak. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial*, 2(1), 301-314. <https://doi.org/10.61132/sadewa.v2i1.531>

- Anggraeny, F. T., Wahanani, H. E., Akbar, F. A., Raharjo, M. I. P., & Rizkyando, S. (2021). Peningkatan Ketrampilan Kreativitas Desain Grafis Digital Siswa SMU Menggunakan Aplikasi Canva pada Ponsel Pintar. *Journal of Appropriate Technology for Community Services*, 2(2), 86-91. <https://doi.org/10.20885/jattec.vol2.iss2.art5>
- An-Nisa, B. C., & Sutikno, P. Y. (2024). Development of Song Media Assisted with Canva to Improve the Acrostic Poetry Writing Skills. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(3), 1330-1351. <https://doi.org/https://doi.org/10.51276/edu.v5i3.1004>
- Astutik, P., & Subrata, H. (2017). *Pengaruh Penggunaan Media Kartu Pintar terhadap Keterampilan Menulis Narasi Siswa Kelas IV Sdn Kauman II Bojonegoro* (Doctoral dissertation, State University of Surabaya).
- Ayu, L. P., Deliani, S., & Nurhayati, H. (2023). Kemampuan Aplikasi Canva untuk Meningkatkan Pembelajaran Menulis Puisi. *Warta Dharmawangsa*, 17(4), 1630-1638. <https://doi.org/10.46576/wdw.v17i4.3815>
- Ayudia, Suryanto, E., & Waluyo, B. (2016). Analisis Kesalahan Penggunaan Bahasa Indonesia dalam Laporan Hasil Observasi Pada Siswa SMP. *Basastra: Jurnal Penelitian Bahasa, Sastra Indonesia Dan Pengajarannya*, 4(1), 34-49.
- Cresswell, J. W. (2017). *Research Design: Qualitative, quantitative, and Mixed Method Approaches*. Sage Publisher
- Darmalaksana, W. (2020). Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Djamarah, S. B., & Zain, A. (2020). *Strategi Belajar Mengajar*. Rineka Cipta.
- Fitria, I., & Kurniawan, M. I. (2022). Difficulties of Elementary School Students in Writing Poetry. *Academia Open*, 6, 10-21070.
- Hartanto, P., & Mariana, F. (2024). Analisis Pengaruh Brand Ambassador terhadap Brand Image. *Jurnal Bisnisan: Riset Bisnis dan Manajemen*, 5(3), 8-25. <https://doi.org/10.52005/bisnisan.v5i03.188>
- Hendratno, H., Subrata, H., Zuhdi, U., Sabila, S., Novi, L., & Istiq'faroh, N. (2023). Pelatihan Praktik Baik Membaca Puisi untuk Meningkatkan Kualitas Pembelajaran di SD. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 5(3), 1135-1147. <https://doi.org/10.20527/btjpm.v5i3.8114>
- Ilhami, A. (2022). Implikasi Teori Perkembangan Kognitif Piaget pada Anak Usia Sekolah Dasar dalam Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 605-619. <https://doi.org/10.23969/jp.v7i2.6564>
- Istiq'faroh, N., Suhardi, & Mustadi, A. (2020). Improving Elementary School Students' Creativity and Writing Skills Through Digital Comics. *Elementary Education Online*, 19(2), 426-435. <https://doi.org/10.17051/ilkonline.2020.689661>

- Johanes, S. N., & Hasanudin, C. (2023). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Menulis Puisi pada Siswa SMA. *Prosiding Seminar Nasional Daring*, 1(1), 573–583.
- Kusumawati, L. D., Sugito, Nf., & Mustadi, A. (2021). Kelayakan Multimedia Pembelajaran Interaktif dalam Memotivasi Siswa Belajar Matematika. *Kwangsan: Jurnal Teknologi Pendidikan*, 9(1), 31–51. <https://doi.org/10.31800/jtp.kw.v9n1.p31--51>
- Lestari, S., & Putri, R. (2024). Pemanfaatan teknologi dalam menyediakan sumber daya pendidikan yang beragam. *Jurnal Pendidikan Dan Media*, 12(1), 31–45.
- Muktadir, A., & Ariffiando, N. F. (2020). Penerapan Pembelajaran Menulis Puisi dengan Teknik Kata Kunci. *Jurnal Pembelajaran dan Pengajaran Pendidikan Dasar*, 4(1), 197–204. <https://doi.org/10.33369/dikdas.v4i1.14132>
- Munawir, M., & Apriana, E. D. (2019). Kendala dan Tantangan Pendidikan Berbasis Teknologi (Technology-Based Constraints and Educational Challenges). *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgri Palembang*, 417–427.
- Ningrum, V. (2020). Penggunaan Kata Baku dan Tidak Baku di Kalangan Mahasiswa Universitas Pembangunan Nasional “Veteran” Yogyakarta. *Jurnal Skripta: Jurnal Pembelajaran Bahasa dan Sastra Indonesia*, 5(2), 22–27. <https://doi.org/10.31316/skripta.v5i2.398>
- Novitasari, A. T., Sari, I. P., & Miftah, Z. (2020). Pelatihan Membuat Media Pembelajaran Interaktif Berbasis Teknologi Informasi. *Jurnal Pengabdian UntukMu NegeRI*, 4(1), 66–73. <https://doi.org/https://doi.org/10.37859/jpumri.v4i1.1848>
- Purba, Y. A. (2022). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Matematika Di SMPN 1 Na IX-X Aek Kota Batu. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(2), 1325–1334. <https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1335>
- Puspitasari, A. (2017). Menumbuhkan bahasa Indonesia yang baik dan benar dalam pendidikan dan pengajaran. *Tamaddun*, 16(2), 81–87. <https://doi.org/10.1515/9783112372760-026>
- Putri, N. P. (2017). Eksistensi Bahasa Indonesia pada Generasi Millennial. *Widyabastra: Jurnal Ilmiah Pembelajaran Bahasa dan Sastra Indonesia*, 5(1), 45–49. <https://doi.org/10.25273/widyabastra.v5i1.1891>
- Rahayu, S., Sukartiningsih, W., & Subrata, H. (2024). Improvement of Continuous Upright Writing Skills Through the Use of Fine Writing Media in Grade I Students of SDN Gelang 2 Tulangan Sidoarjo. *International Journal of Emerging Research and Review (IJOERAR)*, 2(3), 1–12. <https://doi.org/https://doi.org/10.56707/ijoerar.v2i3.59>
- Rambe, R. N., Ramadani, K. S., Nisa, K., & Adella, S. (2023). Meningkatkan Keterampilan Menulis Puisi Menggunakan Media Visual Gambar Siswa Kelas IV SDIT Hidayatul Jannah. *Pendidikan Guru Sekolah Dasar*, 4, 202–210

- Razanah, M., & Solihati, N. (2022). Pentingnya Pembelajaran Menulis Puisi di Sekolah di Era Society 5.0. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, 6(2), 244-250. <http://dx.doi.org/10.25157/literasi.v6i2.7681>
- Rizanta, G. A., & Arsanti, M. (2022, July). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Masa Kini. In *Prosiding Seminar Nasional Daring: Pendidikan Bahasa dan Sastra Indonesia*, 2(1), 560-568.
- Said, S. (2023). Peran Teknologi Digital sebagai Media Pembelajaran di Era Abad 21. *Jurnal PenKoMi: Kajian Pendidikan Dan Ekonomi*, 6(2), 194-202.
- Salim, A., & Utama, A. H. (2020). Evaluasi Sumatif Ketepatan Pemilihan Media Pembelajaran Tepat Guna di Sekolah Dasar (SD) Se-Kota Banjarmasin. *Jurnal Penelitian Tindakan dan Pendidikan*, 6(2), 71-78.
- Septiarini, D. S., Heryadi, D., & Chandra, D. (2023). Penerapan Media Pembelajaran Berbasis Audio Visual Canva untuk Meningkatkan Keterampilan Menulis Puisi. *Jurnal Sekolah PGSD UNIMED*, 7(3), 498-506. <https://doi.org/10.24114/js.v7i3.45930>
- Shadiqa, C. D., Latifah, N., & Muttaqien, N. (2023). Model Picture and Picture Berdampak pada Keterampilan Menulis Puisi Siswa pada Mata Pelajaran Bahasa Indonesia Kelas IV SD Negeri Kutajaya 1. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 6449-6462. <https://doi.org/10.23969/jp.v8i1.9078>
- Shelly, S., Egok, A. S., & Kusnanto, R. A. B. (2023). Pengembangan Bahan Ajar Berbasis Canva untuk Meningkatkan Keterampilan Menulis Puisi Siswa Kelas 4 SD Negeri 48 Lubuklinggau. *Journal of Education and Instruction (JOEAI)*, 6(2), 660-670. <https://doi.org/10.31539/joeai.v6i2.7711%0AMODERNISASI>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Suhailah, F., Muttaqin, M., Suhada, I., Jamaluddin, D., & Paujiah, E. (2021). Articulate Storyline: Sebuah Pengembangan Media Pembelajaran Interaktif pada Materi Sel. *Pedagonal: Jurnal Ilmiah Pendidikan*, 5(1), 19-25. <https://doi.org/10.33751/pedagonal.v5i1.3208>
- Sumartiningsih, M. S., & Prasetyo, Y. E. (2019). Literature Review : Pengaruh Cognitive Behavior Therapy terhadap Posttraumatic Stress Disorder Akibat Kekerasan pada Anak. *JPKI: Jurnal Pendidikan Keperawatan Indonesia*, 5(2), 167-176. <https://doi.org/10.17509/jpki.v5i2.17429>
- Suparmi, & Subrata, H. (2015). Meningkatkan Keterampilan Menulis Puisi dengan Menggunakan Media Gambar Tunggal di Kelas III SDN Lakardowo Mojokerto. *Jurnal PGSD UNESA*, 3(2).
- Widiarti, M., Laksono, K., & Amri, M. (2024). Penggunaan Dampak Positif terhadap Eksplorasi Kreativitas Literasi Digital Painting Canva Pembelajaran Puisi Kelas 5

SDN Gondek. *Cetta: Jurnal Ilmu Pendidikan*, 7(1), 14–21.
<https://doi.org/10.37329/cetta.v7i1.2965>

Yahya, S., & Lutfi, A. (2023). Multimedia Interaktif Berbasis Articulate Storyline untuk Melatih Kecerdasan Visual pada Materi ikatan Kimia. *Jurnal Pendidikan Sains PENDIPA*, 7(1), 106–116. <https://doi.org/10.33369/pendipa.7.1.106-116>