



Innovation In Teaching Writing With Edu-Game Canva : The Effectiveness For Elementary School Students

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Abstract

The study aimed to evaluate the effectiveness of using Edu Game Canva in Teaching writing skill to elementary school students. The research utilized a pre-experimental design with a one group pretest-posttest format, where one class was selected using convenience sampling as the study subject. Initially, students were given a pretest to assess their baseline writing skills. This was followed by an intervention where Edu game Canva was integrated into the learning process over several weeks. Subsequently, a posttest was conducted to evaluate the Teaching in the students writing abilities. The results revealed a significant enhancement in students writing skill after the intervention, suggesting that Edu game Canva is effective in supporting writing instruction in elementary schools. These findings highlight the potential for broader application of educational technology like Canva, in elementary school curricula, offering a more interactive and engaging approach to learning that can enhance students academic outcomes.

Keywords: *Edu game, Canva, elementary school, educational technology, pre-experimental design.*

A. INTRODUCTION

Traditional classroom teaching methods in elementary schools often result in monotonous learning. This needs to be improved for students in improving their writing skills. The impact of monotonous elementary education on writing skills and technological lag is quite significant. Elementary education is critical to develop students' basic skills, including writing. However, one problem that is often encountered is that the educational methods in elementary schools become monotonous. Students' writing skills decrease as a result of this boredom (Nafiah, M. 2021). The lack of consistency in English language learning has been identified as a potential factor contributing to this decline. Students who face unstimulating learning experiences need help improving their writing skills.

Using technology, teaching writing skills has been transformed. An innovative method called scaffolding leverages students' existing knowledge and resources to enhance their learning and provide a more personalized and engaging approach (Graham, S. 2019). Automation, another creative method, has proven helpful in the digital age because it makes tasks such as assessments easier, allowing teachers to provide immediate feedback and assistance. Incorporating projects and games into the classroom environment has also been shown to help improve writing skills. Gamification of learning can engage students, foster positive attitudes toward writing, and make learning writing skills fun and interactive (Wordvice. 2022). Collaborative projects, both in the classroom and through online platforms, foster creativity and teamwork and contribute to teaching comprehensive writing skills. As a result of observations conducted at SDN Punggul, it can be seen that the learning methods used are still very simple, resulting in a boring and monotonous classroom atmosphere. Often simple learning methods do not provide enough variation. As a result, the learning experience becomes boring and uninteresting for students. Students will eventually get bored with monotonous learning methods. Repetitive learning will reduce children's desire to learn. This decrease in involvement will reduce children's desire to actively participate in class discussions, especially in grade 6, researchers took research in grade 6 because of cognitive maturity. Grade 6 students generally have higher cognitive maturity compared to grades 4 or 5, this makes them more ready to understand more complex edu game canva concepts.

As a result of observations conducted at SDN Punggul, it was seen that the learning methods used were straightforward, which caused the classroom atmosphere to become dull and monotonous. Often, simple learning methods produce slight variation. As a result, the learning experience becomes uninteresting for students. Students eventually get bored with monotonous learning methods. Repetitive learning reduces children's desire to learn. This decrease in engagement reduces their desire to participate in class discussions actively. As a result, the overall learning experience becomes worse. One example of monotonous learning is the reliance on traditional learning aids, such as handwritten materials. This situation has no technology, and education is centred on textbooks and workbooks. Students can only understand and use their knowledge in the real world if the learning process has interactive and dynamic elements. To overcome this problem, there needs to be innovation in teaching. Learning can be made more exciting and relevant by implementing technology, interactive activities, and different teaching materials. By combining various resources and approaches, teachers can create a dynamic

and vibrant learning environment that attracts students' attention and fosters a genuine love of learning. They have been identified as barriers to effective learning, which impacts student engagement and academic achievement.

Researchers suggest leveraging Canva, a multi-functional graphic design application, to address the challenges faced in contemporary learning environments. Given the urgent need for innovative educational solutions, Canva is highly flexible, making it useful as a dynamic tool that helps teachers create engaging content that can easily integrate technology into education. Canva is an easy-to-use graphic design tool that teachers of all technical expertise can use. With this accessibility, teachers can create visually engaging teaching materials, such as interactive games and presentations. Canva is perfect for enhancing the learning experience with various options to meet multiple educational needs.

The app is more flexible than traditional teaching methods, allowing educators to innovate and create content tailored to SDN Punggul's specific problems. Using Canva, teachers can go beyond conventional teaching methods by incorporating interactive elements and visual stimuli that suit students' interests and learning styles.

Canva's accessibility and flexibility were the main reasons for choosing it as an educational tool. This is part of a broader goal to close the technology gap in education and ensure that all students, regardless of education level, have access to engaging and efficient learning experiences. The goal of strategic technology integration, supported by Canva, is to reinvigorate learning and make educational environments more dynamic and inclusive (Morron, Miriam. 2023).

B. THEORITICAL REVIEW

Writing was a fundamental skill in English language education and its development involved a variety of interrelated components. The key components of writing included structure, vocabulary, content, organization, clarity, grammar, and sentence structure. These elements contributed to students' overall writing proficiency, allowing them to express ideas effectively and coherently. In elementary education, the development of these components was critical, as they formed the foundation for more advanced writing skills in later years. Integrating educational technology, such as Canva, into writing instruction showed promising results (Hidayah, M. D. 2023). Edu Game Canva, a versatile tool for project-based learning, allowed educators to create interactive and engaging content. By utilizing Canva, students taught their writing skills through visually appealing and interactive tasks that kept them motivated and engaged. The platform supported the development of writing components such as clarity and organization by allowing students to structure their ideas visually, which made the writing process more intuitive (Andriyanti, F. 2023).

Clarity and organization were essential to effective writing. Clarity ensured that the message was easily understood by the reader, while organization helped in the logical flow of ideas. Using Canva, students learned to organize their thoughts by creating a storyboard or visual outline before writing, which taught clarity and structure in their writing. This method also encouraged better grammar and sentence structure because students had a clearer understanding of how their ideas connected, leading to more coherent and grammatically correct writing (Wahid, R. 2022).

The benefits of Edu Game Canva in writing education were not just limited to skill development. Canva’s interactive nature kept students engaged, which was especially beneficial for younger learners . Canva provided a platform where students could experiment with creative language use, which boosted their confidence in writing. Additionally, canva’s design features made it easy for students to see the impact of their language choice, which encouraged better language use and more effective communication. Overall , Edu Game Canva was an effective tool for teaching writing skills in elementary education (Wahid, R.2022).

C. RESEARCH METHOD

A pre-experimental research design was used to determine how effective Canva educational game is in improving elementary school students’ writing skills. This study concentrated on quantitative techniques to collect and measure statistical data. Furthermore, this study will analyze the results comprehensively. A pre-test—or pre-test-post-test—design was chosen for the study. In this design, the Canva educational game was used to conduct an intervention on a group of participants. Since this design allows for testing changes within a group, the potential impact of Canva on students’ writing skills can be seen. To analyze the data systematically, this study used a quantitative approach. Quantitative methods allow for statistical testing of the effectiveness of the Canva educational game because they involve numerical data. Before and after the intervention, participants underwent a survey or assessment that measured their writing skills (Limpalair, C. 2022).

1. Participants

This research was conducted in Class 6 of SDN Punggul with a total of 32 students. The identification process was carried out by identifying the target audience, especially students in the class. This study was limited to one class and aimed to gain a deeper understanding of how the use of .the researcher used the convenience sampling technique. Based on the research conducted, the researcher was assigned to teach class 6. From this activity, the researcher found out the characteristics of students from the class according to what was requested by the researcher. In addition, the researcher also saw the level of difficulty faced during writing learning. Table 1 shows the descriptive statistical results.

Table 1. Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest eksperimen	32	55.00	8330.00	3634.5937	3456.41238
posttest eksperiment	32	55.00	9167.00	4637.5313	4132.86057
Valid N (listwise)	32				

Source: Researcher data processing

2. Tools

First, the researcher used SPSS version 29 to determine the effectiveness of Edu Canva. The second tool used by the researcher was a questionnaire that has been proven valid and reliable. The questionnaire contains 8 questions scored on a 4-point

Likert response scale ranging from 4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree). It is known that all 32 students in the pre-experimental class Many chose number 3. This shows that most students generally agree with the statement. Positive perceptions of effectiveness and interactivity in learning are evident from the use of Canva games, as they increase student motivation and engagement in the teaching and learning process.

3. Instruction

The students had been given material about Descriptive text ,then they were asked to work on questions provided by the researcher as a Pre test .After that in the following week the researcher conducted a treatment using the Edu Game Canva based learning method.in the following week, students took a final test or Post test . Thus ,this tes was conducted to measure how Effective the use of the Edu game canva had been in Teaching students writing skills. Table 2 summarized the process based instructions that had taken place over a 2 month period.

Tabel 2. Instruction based process

No.	Assessment Stage	Activity	Time
1.	Planning Data collection	Define research objectives and questions	Week 1
		Develop research framework and methodology	Week 2-3
		Create pre-test tools for effectiveness and perception	Week 3-4
2.	Data Collection	Implement Canva-Based edu game in elementary school	Week 5
		Administer post-test for writing skills	Week 6
		Gather students perceptions through surveys	Week 6
3.	Data Analysis and Reporting	Analyze pre-test and post-test writing skills data	Week 7
		Evalate survey responses on canva's impact	Week 8
		Summarize findings and prepare the research report	Week 9

Source: Researcher data processing

4. Data analysis

SPSS version 29 is used for the purpose of analyzing data In this research. For this purpose, first the researcher looks for the average value of the test results and then looks for the gained score to find out how educational games affect students' descriptive writing skills. Scores are evaluated before and after treatment. Second, a normality test is carried out to determine whether the data is normal. Data is considered normal if the test value exceeds 0.05. Third, the researcher conducts a t-test to determine whether there is a significant difference between the two variables, namely before and after the educational game treatment. Fourth, the researcher uses statistical hypothesis to answer Ha and Ho, also to compare the t-test and t-table after obtaining the t-test, the hypothesis is tested with a significance level of 5% (0.05). Finally, the researcher uses validity and reliability to analyze the results of the students' questionnaires.

D. RESULT AND DISCUSSION

The t-test results had shown that Sig. (2-tailed) was $0.001 < 0.05$ with a df of 62. Based on the calculation, it had been evident that the t-count was greater than the t-table or that Sig. (2-tailed) was less than 0.05, which had indicated that H_0 was accepted. Therefore, it could be concluded that learning English through Canva educational games that focused on text descriptions had a significant impact on Teaching students' writing skills. To find out if there had been a significant difference between the means of two different groups, a statistical technique known as a t-test had been used. In this case, the t-test had evaluated how effective learning with Canva edu games was compared to conventional learning approaches. The results had shown that the observed differences had not occurred by chance, but because of the use of Edu game canva, with Sig. (2-tailed) of $0.001 < 0.05$. Table 3 shows the results of the Independent sample T-test.

Table 3. Results of the Independent sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
pretest	Equal variances assumed	1.248	.268	-5.962	62	<.001	<.001	-12.76031	2.14037	-17.03885	-8.48178
	Equal variances not assumed			-5.962	57.863	<.001	<.001	-12.76031	2.14037	-17.04494	-8.47568

Source: SPSS Output

E. CONCLUSIONS

When students were in sixth grade, researchers had conducted an investigation at SDN Punggul using text descriptions as Edu game Canva media for English learning. The results had shown better post-test results compared to pre-test results. According to Chapter 4 above, the pre-test results had been 66.97%, and the post-treatment test results (post-test) had averaged 80%. It has been proven that the use of Edu Game Canva in learning media is effective for students' ability to write descriptive texts in English. This shows that interactive and fun learning can achieve better results than conventional learning. Therefore, to achieve the best results, teachers should have used learning media such as Canva more often during the learning process.

With these findings, it had been clear that interactive learning tools such as Canva educational games had Teaching students' writing skills. The use of media that was fun and attracted students' attention had been proven to increase students' motivation to learn. Ultimately, this had resulted in better learning outcomes. By using technology like Canva, students had had the opportunity to learn in a more engaging and effective way. Therefore, to help Teach overall student learning outcomes, more teachers should have considered incorporating interactive learning media into their curriculum. the results of the questionnaire validity calculation had shown that the data used was valid because the calculated r value was greater than the table r. Because the calculated r value was greater than the table r, the results of the reliability calculation on the questionnaire had shown that the questionnaire was reliable or consistent. Two important indicators to

ensure that the instruments used in the study were appropriate and consistent were validity and reliability. Reliability was a measure of how consistent the results produced by the instrument were, while validity was a measure of the extent to which the instrument was able to measure what should have been measured.

Thus, it could be concluded that learning English using descriptive text through the Edu Game Canva had a positive impact on students' writing skills. The use of interactive media such as Canva not only made learning more interesting but also helped students understand the topic better. Therefore, it was highly recommended to use technology in learning if one wanted to Teaching the quality of education and overall student learning outcomes.

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