



The Use of Canva Media in Enhancing the Interest and Writing Skills of Grade X Electrical Engineering Students

Ida Purnamasari¹, Imroatul Ma'fiah², Ti Wahyuni Lelono³

^{1,2,3}Universitas Slamet Riyadi, Indonesia

E-mail: idapurnamasari28@gmail.com, imroatulhardiyanto@gmail.com, tylelono@gmail.com

Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-15 Keywords: <i>Canva Media; Procedure Text; Technical Vocational Education.</i>	This research investigates the effectiveness of utilizing Canva as a learning medium in enhancing procedural text writing interest and skills among 10th-grade Electrical Engineering students. Using a mixed-methods design with 36 students as research subjects, this study analyzed pre-test and post-test comparisons, and explored students' perceptions of Canva implementation. Results showed significant improvement in learning interest (32.44%) with the attraction dimension demonstrating the highest increase (57.55%). Procedural text writing ability improved significantly ($t(35) = 8.74, p < 0.001$) with the highest effectiveness in text organization (31.25%) and content accuracy (27.45%). Thematic analysis revealed that Canva serves as a multimodal facilitator that catalyzes increased intrinsic motivation and perceived relevance of writing instruction in the technical vocational context. This research confirms Canva's potential as an effective learning medium for developing contextual writing competencies in technical vocational education.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-15 Kata kunci: <i>Canva Media; Teks Prosedur; Pendidikan Kejuruan Teknik.</i>	Penelitian ini menyelidiki efektivitas penggunaan Canva sebagai media pembelajaran dalam meningkatkan minat dan keterampilan menulis teks prosedur di kalangan siswa Teknik Elektro kelas 10. Menggunakan desain metode campuran dengan 36 siswa sebagai subjek penelitian, penelitian ini menganalisis perbandingan pra-tes dan pascat-tes, dan mengeksplorasi persepsi siswa tentang implementasi Canva. Hasil menunjukkan peningkatan yang signifikan dalam minat belajar (32,44%) dengan dimensi daya tarik menunjukkan peningkatan tertinggi (57,55%). Kemampuan menulis teks prosedur meningkat secara signifikan ($t(35) = 8,74, p < 0,001$) dengan efektivitas tertinggi dalam organisasi teks (31,25%) dan akurasi konten (27,45%). Analisis tematik mengungkapkan bahwa Canva berfungsi sebagai fasilitator multimoda yang mengkatalisasi peningkatan motivasi intrinsik dan relevansi yang dirasakan dari instruksi menulis dalam konteks kejuruan teknis. Penelitian ini menegaskan potensi Canva sebagai media pembelajaran yang efektif untuk mengembangkan kompetensi menulis kontekstual dalam pendidikan kejuruan teknis.

I. INTRODUCTION

Writing skills in English represent one of the fundamental competencies that vocational high school (SMK) students need to master, including those in the Electrical Engineering department. In the context of vocational education, the ability to compose procedure texts holds significant relevance as it directly relates to operating tools, installing devices, or applying safety protocols, which are integral components of technical competencies in the electrical field. However, teaching writing in SMK environments still faces various complex challenges. Anatarsya & Madiun (2024) identified that SMK students majoring in technical fields tend to exhibit low interest in learning English, particularly in writing activities, as they perceive it to be less relevant to their vocational specialization.

The students' low interest in writing leads to limited competency development in this aspect. Based on empirical observations in the field, Grade X Electrical Engineering students demonstrate difficulties in composing procedure texts that are coherent, comprehensive, and grammatically accurate. Commonly identified issues include limited technical vocabulary, insufficient understanding of the structure of procedure texts, and frequent errors in using imperative verbs, which are the core features of procedural discourse. According to Romba & Ampa (2024), this phenomenon not only impacts students' academic achievement in English but may also hinder the development of their professional competencies in an increasingly globalized industry.

The massive digitalization of education in recent years has introduced a new paradigm in

English language learning. This shift was further accelerated by the COVID-19 pandemic, which pushed the integration of technology into pedagogical practices across all educational levels. Revola (2023) argues that technology-enhanced learning does not merely facilitate online knowledge transfer but has the potential to transform instructional approaches into more interactive, collaborative, and creativity-oriented learning. Among various emerging educational technology platforms, Canva represents a potential technological solution to address the challenges of teaching writing.

Canva, as a cloud-based graphic design platform, offers various features that can be integrated into English language teaching, particularly in developing writing skills. This platform provides customizable design templates, real-time collaboration features, and an intuitive interface that allows users to visually express ideas without requiring advanced graphic design expertise. Hanifah & Sukartiningsih (2024) observed that implementing Canva in English learning correlates positively with students' motivation, engagement, and the quality of their learning outcomes.

Several previous studies have investigated the use of digital platforms in teaching writing across various educational contexts. Pratiwi et al. (2020) examined the effectiveness of using graphic design applications in teaching descriptive text writing to high school students and found that such interventions significantly improved students' ability to organize ideas and develop textual content. Similarly, Rohmiasih, Rohmiati, & Sartika (2023) explored project-based learning using digital design platforms among engineering students and concluded that this approach effectively fosters autonomous learning and critical thinking skills, which are essential for writing procedural texts.

More specifically, Astutik (2023) investigated the use of Canva in teaching recount text writing among Grade XI students and documented significant improvements in text coherence, grammatical accuracy, and lexical complexity. Interestingly, the study also revealed that using Canva positively correlates with increased intrinsic motivation, manifested through students' active engagement in the learning process and their greater dedication to completing writing tasks.

Despite these promising findings, there remains a significant research gap regarding the

specific implementation of Canva in teaching procedure text writing within vocational education contexts, particularly among Electrical Engineering students. Previous studies have primarily focused on general education or higher education settings, while the unique characteristics of vocational SMK students—especially in terms of learning orientation and specific professional needs require a separate investigation. Furthermore, most existing studies analyze Canva's effectiveness in teaching descriptive or narrative texts, whereas procedure texts, which are highly relevant to Electrical Engineering competencies, have received insufficient attention.

The novelty of this study lies in exploring the integration of Canva into procedure text writing instruction contextualized to the technical competencies of Electrical Engineering students. Unlike previous studies that tend to isolate language learning from vocational contexts, this research adopts a Content and Language Integrated Learning (CLIL) approach that integrates vocational technical content with language instruction, thereby enhancing students' perception of relevance and utility in learning. Moreover, this study develops a comprehensive pedagogical framework for implementing Canva in writing instruction, covering pre-writing, while-writing, and post-writing strategies tailored to the cognitive and affective characteristics of SMK Electrical Engineering students.

Based on the identified problems and research gaps, the research questions formulated are: (1) How does the use of Canva media affect the learning interest of Grade X Electrical Engineering students in writing English procedure texts? (2) How effective is the implementation of Canva media in improving the writing ability of Grade X Electrical Engineering students in composing English procedure texts? (3) What are the students' perceptions of using Canva media in learning to write English procedure texts?

The aim of this study is to comprehensively investigate the potential of using Canva media in teaching procedure text writing in English to Grade X Electrical Engineering students. Specifically, the study seeks to: (1) analyze the influence of Canva media on students' learning interest in writing procedure texts; (2) evaluate the effectiveness of Canva media implementation in enhancing students' writing skills; and (3)

explore students' perceptions of using Canva in writing instruction.

The findings of this study are expected to contribute significantly to pedagogical development in English language teaching within vocational education, particularly in improving students' ability to write procedure texts relevant to Electrical Engineering competencies.

This study is based on the theoretical assumption that the appropriate integration of technology in language learning can catalyze improvements in both students' motivation and competence, especially when the technology bridges the gap between language learning and its practical application in vocational contexts. The implementation of Canva in teaching procedure text writing has the potential to create authentic, interactive, and contextually relevant learning experiences for Electrical Engineering students, thereby not only enhancing their linguistic competence but also strengthening the digital literacy skills that are increasingly essential in today's professional landscape.

II. METHOD

This study employs a mixed-methods design that integrates both quantitative and qualitative approaches using a sequential explanatory strategy to investigate the effectiveness of utilizing Canva media in teaching procedure text writing. The research subjects consist of 36 students from Class X TE B (Electrical Engineering), selected using a purposive sampling technique based on the homogeneity of their demographic and academic characteristics. Quantitative data were collected through the analysis of secondary documents, including the results of the pre-test and post-test measuring students' ability to write procedure texts, as well as measurements of students' learning interest using a validated Likert-scale questionnaire.

Meanwhile, the qualitative dimension of the study was explored through: the analysis of students' digital writing portfolios, the transcription of written reflections, and non-participatory standardized classroom observations conducted during the teaching and learning process. All collected data were processed using triangulation techniques to ensure the credibility and validity of the interpretation and analysis.

III. RESULT AND SUGGESTION

A. Students' Initial Writing Ability Profile in Procedure Texts

An investigation of the students' baseline writing ability in composing English procedure texts was conducted as a fundamental step to understand their initial proficiency prior to implementing the Canva-based instructional intervention. Based on the pre-test results administered to 36 students in Class X TE B, it was identified that the majority of students experienced significant difficulties in composing comprehensive and grammatically accurate English procedure texts. The analysis of students' written outputs revealed several pervasive problems, including: (1) Limited mastery of technical vocabulary relevant to the electrical engineering domain. (2) Inconsistency in using imperative verbs, which are the core linguistic features of procedure texts. (3) Inability to logically and sequentially organize procedural steps within the text. (4) Minimal use of transition signals to indicate chronological ordering within procedural discourse. From a quantitative perspective, the distribution of students' pre-test scores indicates a concerning pattern, with the class average score reaching only 61.47 on a 100-point scale. As illustrated in Table 1, the majority of students (52.78%) fall into the low proficiency category, with scores ranging between 50 and 65, while only 5.56% of students achieved high proficiency, scoring above 80. These findings confirm the researcher's initial observations regarding the challenges faced in teaching writing to vocational students in technical majors, who tend to demonstrate limited mastery of English procedural writing skills.

Table 1. Distribution of Pre-test Scores on Students' Procedure Text Writing Ability

Ability Category	Score Range	Number of Students	Percentage (%)
Very High	86-100	0	0%
High	76-85	2	5,56%
Moderate	66-75	10	27,78%
Low	50-65	19	52,78%
Very Low	<50	5	13,89%
Total		36	100%

A more detailed analysis of the assessment rubric reveals that the accuracy of procedure text structure is the lowest-scoring component, with an average score of only 58.33. This finding indicates students' limited understanding of the structural elements of a procedure text, such as the goal/aim, materials/equipment, and steps. Interestingly, the mechanics of writing (e.g., spelling and punctuation) represent the highest-scoring aspect, with an average of 67.22. However, this score still falls short of the minimum mastery criteria set by the curriculum. These findings are consistent with the results of Ariyani (2024), who identified that vocational students, particularly those in technical majors, tend to focus more on surface-level features of writing while neglecting more substantive organizational aspects.

In the context of writing procedure texts related to electrical engineering, a closer examination of students' written outputs shows that most students struggle to describe technical steps accurately and comprehensively. Their procedural descriptions are often superficial, lacking sufficient detail, and demonstrate limited use of domain-specific technical terminology. This phenomenon suggests that, despite having adequate technical knowledge in the field of electrical engineering, students face significant challenges in articulating that knowledge in the form of a well-structured English procedure text. As argued by Holisoh, Setiani, Firdaus, Nulhakim, & Ruhiat (2023), this disjunction between technical competence and linguistic proficiency represents a critical issue in vocational English learning, one that requires an integrative pedagogical approach to effectively bridge the gap.

B. Implementation of Canva Media in Teaching Procedure Text Writing

The implementation of Canva in teaching procedure text writing was conducted through a series of structured and systematic pedagogical stages. The learning intervention was designed in a blended learning format, combining conventional face-to-face instruction with technology-enhanced learning activities. Broadly, the integration of Canva was organized into three instructional phases; pre-writing, while-writing, and post-writing with specific adaptations to accommodate the unique characteristics of procedure texts and

the vocational context of electrical engineering students.

In the pre-writing phase, students were introduced to the conceptual framework of procedure texts and their distinctive linguistic features through a model text analysis activity. They were then introduced to the Canva platform via a comprehensive demonstration covering relevant features that could support the visualization of procedure texts, including infographic templates, design elements, and collaborative options. Through a guided exploration activity, students explored various procedure-related templates available on Canva and analyzed how visual elements could enhance the clarity and coherence of procedure texts. This phase concluded with a collaborative brainstorming session, where students worked in small groups to identify procedure-related topics relevant to the field of electrical engineering and drafted initial outlines for their texts.

The while-writing phase represented the core stage of the intervention, during which students collaboratively developed Canva-based procedure texts. Utilizing Canva's real-time collaboration features, students worked in groups to design visual procedure texts that integrated written content, diagrams, and other visual elements. Each group focused on a specific technical topic within the field of electrical engineering, such as: *"How to Install a Basic Electrical Circuit"*, *"Procedure for Testing Electrical Components"*, *"Steps in Troubleshooting Electrical Problems"*. The implementation of Canva enabled students to organize procedural steps visually using flowcharts, sequential diagrams, or infographics, thereby facilitating a more structured organization of ideas. Throughout this phase, the teacher acted as a facilitator, providing scaffolding and formative feedback to support the drafting process.

In the post-writing phase, students presented their visual procedure texts and received feedback from both the teacher and peers. Based on this feedback, students revised their work, focusing on linguistic accuracy, structural correctness, and the effectiveness of visual integration. Additionally, students engaged in a structured reflection activity on the entire writing process using Canva, identifying: the challenges they encountered, the strategies they applied, and the learning outcomes they

achieved. The phase concluded with the publication of students' visual procedure texts in a virtual gallery, enabling wider dissemination and peer appreciation of their work.

The implementation of Canva was not without challenges, encompassing both technical and pedagogical aspects. Observations during the teaching process revealed several significant obstacles: (1) Technological Infrastructure Limitations, some students experienced difficulties due to unstable internet connectivity. (2) Digital Literacy Disparities, varying levels of digital competence affected students' adaptation speed to the Canva platform. (3) Overemphasis on Visual Design, some students tended to prioritize aesthetics over the linguistic substance of the procedure texts. To address these challenges, several adaptive strategies were implemented, including: (1) adopting a buddy learning system to promote peer scaffolding, (2) providing asynchronous video tutorials to facilitate independent learning beyond class hours, and (3) developing a comprehensive assessment rubric that balanced visual and linguistic components. These adaptive strategies align with the recommendations of Widiastuti (2024), who emphasizes the importance of flexible technology integration in language learning to address contextual needs and student diversity effectively.

C. The Influence of Canva Media on Students' Learning Interest

The effectiveness of implementing Canva in enhancing students' learning interest was analyzed using a mixed-methods approach combining quantitative and qualitative data. Quantitatively, students' learning interest was measured using a validated closed-ended questionnaire based on a Likert scale, which assessed four key dimensions of learning interest: (1) Interest in learning materials, (2) Active participation in learning activities, (3) Perceived relevance of learning, (4) Persistence in completing learning tasks. As presented in Table 2, a comparative analysis of students' learning interest scores before and after the implementation of Canva revealed a significant improvement across all measured dimensions, with an average increase of 27.8%.

Table 2. Comparison of Students' Learning Interest Scores Before and After the Implementation of Canva

Dimensions of Learning Interest	Pre-Implementation Score	Post-Implementation Score	Percentage Increase
Interest in learning materials	2,45	3,86	57,55%
Active participation	2,78	3,64	30,94%
Perceived relevance of learning	2,56	3,25	26,95%
Persistence in completing tasks	2,67	3,12	16,85%
Average Score	2,62	3,47	32,44%

The interest dimension showed the most significant improvement (57.55%), indicating that the implementation of Canva substantially enhanced the instructional appeal of teaching procedural text writing. This finding supports the argument of Pratiwi et al. (2024), who assert that the integration of visual elements in writing instruction can catalyze students' engagement with writing activities, which are often perceived as monotonous and unstimulating. The active participation dimension also demonstrated a substantial increase (30.94%), reflecting that Canva successfully transformed students' roles from passive recipients into active participants in the learning process. Similarly, the perceived relevance dimension improved significantly (26.95%), indicating that Canva helped bridge the perceptual gap between English language learning and its practical applications in the vocational context of electrical engineering. However, the persistence dimension recorded the most moderate increase (16.85%), suggesting that while Canva improved students' perseverance in completing writing tasks, further targeted interventions are still required to strengthen this aspect.

Analysis of qualitative data collected through students' written reflections revealed several central themes explaining how Canva influenced their learning interest. The first is Perceptual Transformation. Most students reported a shift in their perception of writing activities—from being "boring and difficult" to becoming "interactive and enjoyable." As one student expressed: "Learning to write a

procedure text using Canva makes me more enthusiastic because I can combine text with images and diagrams, which help explain technical procedures more clearly." This aligns with Risnawaty, Fadhilah, Ningsih, Kristiana, & Siregar (2025), who emphasize that technology integration in language learning can transform students' perceptions of learning activities previously viewed negatively.

The second is Reinforcing Relevance. Students appreciated how Canva enabled them to connect English learning with their vocational context. For instance, one student reflected: *"With Canva, I can create a procedural guide for installing electrical components that is not only linguistically correct but also technically accurate. It makes me feel that English is truly useful for my future career in electrical engineering."* This observation supports Azwaliza (2024), who highlights that perceived relevance is a critical determinant of sustained learning interest, particularly among vocational students who are typically practice-oriented.

The third is Creative Empowerment. Students also expressed appreciation for the creative space facilitated by Canva. As one student described: *"Canva gives me the freedom to express procedural ideas not only through words but also through visual designs. This makes the writing process more expressive and less constrained by conventional text formats."* This confirms the findings of Winarti, Sobari, & Lestari (2023), who argue that creative empowerment is an effective strategy to enhance learning interest in foreign language education, especially in productive skills such as writing.

D. The Effectiveness of Canva in Enhancing Students' Procedural Text Writing Skills

The effectiveness of Canva in improving students' ability to write procedural texts was evaluated through a comparative analysis between pre-test and post-test results. As illustrated in Figure 1, the post-test results revealed a significant improvement in students' writing performance, with a noticeable shift in distribution from the low-proficiency categories in the pre-test to the medium and high-proficiency categories in the post-test. Specifically, the percentage of students in the high-proficiency category increased from 5.56% to 22.22%, while the

proportion of students in the low and very low categories decreased sharply from 66.67% to 25%.

Further analysis of the class means scores demonstrated an improvement from 61.47 in the pre-test to 74.83 in the post-test, representing an increase of 21.73%. To test the statistical significance of this improvement, a paired-samples t-test was conducted, yielding $t(35) = 8.74$, $p < 0.001$, which confirmed that the increase in students' procedural text writing ability after Canva implementation was statistically significant, with a large effect size (Cohen's $d = 1.46$). These findings indicate that the integration of Canva effectively enhanced students' English procedural writing skills.

A more detailed analysis of the specific components within the writing assessment rubric, as presented in Table 3, revealed that Canva implementation resulted in improvements across all measured writing aspects, although the magnitude of improvement varied among components. The text organization aspect exhibited the highest gain (31.25%), suggesting that Canva's visual features effectively facilitated students in structuring procedural steps in a logical and sequential manner. Similarly, the accuracy and completeness of content showed a substantial improvement (27.45%), indicating that visual integration helped students articulate technical procedures more precisely and comprehensively.

The language accuracy aspect demonstrated a moderate improvement (19.23%), while the mechanics of writing (spelling, punctuation, capitalization) exhibited the smallest gain (12.32%). These findings collectively underscore Canva's potential as an instructional medium that not only supports procedural text organization but also enhances technical articulation in English writing tasks.

Table 3. Comparison of Writing Skill Components Before and After Canva Implementation

Writing Skill Component	Pre-test Score	Post-test Score	Percentage Improvement
Text Organization	58,33	76,56	31,25%
Accuracy & Content Completeness	61,94	78,94	27,45%

Language Accuracy	60,11	71,67	19,23%
Writing Mechanics	67,22	75,50	12,32%

The identified pattern of improvement reveals valuable insights into the specific mechanisms through which Canva facilitates the enhancement of students' procedural writing skills. The significant increase in the text organization component indicates that procedural visualization through Canva provides cognitive scaffolding that helps students organize procedural steps in a more structured manner. This finding aligns with the argument that visual representations can serve as cognitive organizers, facilitating the arrangement of ideas within procedural texts.

The substantial improvement in the accuracy and completeness of content suggests that the integration of visual elements assists students in articulating technical procedures in a more detailed and comprehensive way. This observation confirms the findings of Purba et al. (2024), which identified that dual-coding processing—combining verbal and visual information—can enhance the depth of understanding and the articulation of procedural content.

The moderate increase in language accuracy and the minimal improvement in writing mechanics indicate that, although Canva effectively facilitates idea organization and content development, the platform has limitations in supporting the enhancement of micro-linguistic accuracy. This phenomenon can be explained through the argument of Herlambang, Budiman, and Wardhono (2022), who state that multimodal writing platforms such as Canva tend to shift students' focus from micro-linguistic aspects (e.g., grammar and mechanics) toward macro-communicative dimensions (e.g., organization and content). Nevertheless, it is important to highlight that the minimal improvement in writing mechanics may also be attributed to the relatively high baseline score in this component, which limits the potential for further improvement compared to other components with lower initial scores.

An analysis of students' visual-textual outputs reveals a qualitative transformation in the characteristics of the procedural texts produced. In general, the post-implementation texts exhibit the following characteristics: (1)

Better-organized structures with clear demarcations between goals, materials, and steps; (2) More detailed and comprehensive procedural steps; (3) More precise and contextually appropriate use of technical terminology; (4) Integration of visual elements that clarify complex steps; and (5) More consistent use of transition signals to indicate procedural sequences. These findings suggest that Canva implementation not only improves students' quantitative performance in procedural writing but also transforms the qualitative characteristics of the texts, making them more comprehensive, structured, and communicative.

E. Students' Perceptions of Canva Implementation in Learning Procedural Text Writing

The exploration of students' perceptions regarding the implementation of Canva in learning procedural text writing was conducted through thematic analysis of data collected from structured reflections and semi-structured interviews. The analysis revealed four major themes that describe how students perceive their learning experience: (1) Multimodal facilitation in articulating technical procedures; (2) Increased motivation and engagement in writing activities; (3) Technical challenges and adaptation in using Canva; and (4) Perceived relevance and applicability in vocational contexts. (5) Multimodal Facilitation in Articulating Technical Procedures.

This theme highlights students' perceptions of Canva as a platform that facilitates the expression of procedural ideas through a combination of textual and visual modalities. Most students stated that the ability to integrate text with visual elements, such as flowcharts, diagrams, and illustrations, helped them articulate complex technical procedures more effectively. As one student articulated: *"With Canva, I can explain the cable installation procedure using a visual flowchart that makes the steps much clearer. This wouldn't be possible if I only wrote plain text."* This finding supports the argument of Asnur, Habib, & Desky (2025), who state that a multimodal approach in teaching procedural writing can significantly facilitate the articulation of technical procedures, which are often difficult to express through text alone.

The second theme describes how Canva implementation boosted students' motivation and engagement in the writing process. Most students reported a significant increase in their intrinsic motivation to complete writing tasks, which they attributed to Canva's interactive, collaborative, and creative features. As one student expressed: *"Learning to write using Canva doesn't feel like a burden because the process is fun, and we can share the final results with our friends."* This finding aligns with Fadillah et al. (2020), who found that integrating visual design platforms into language learning can enhance students' self-efficacy and intrinsic motivation toward writing activities, which are often perceived as challenging and less engaging.

The third theme highlights the technical and adaptive challenges students faced when adopting Canva as a learning medium. Some identified issues included a steep initial learning curve, unstable internet access, and conflicts between focusing on visual design and maintaining linguistic accuracy. Interestingly, despite these initial challenges, most students reported developing adaptive strategies to overcome them, such as utilizing tutorial videos, collaborating with more skilled peers, and managing their time more effectively. One student remarked: *"At first, I struggled to understand all of Canva's features, but after trying several times and discussing with friends, I became more comfortable using it."* This supports the argument of Sariwati (2024), who emphasizes that adapting to new educational technologies often involves an initial phase of dissonance, followed by the development of coping strategies that facilitate integration into learning practices.

The fourth theme focuses on students' perceptions of the relevance and applicability of skills developed through Canva in vocational and professional contexts. Most students expressed appreciation for how learning writing with Canva not only improved their linguistic competence but also enhanced their digital literacy and visual communication skills, which are increasingly essential in modern professional settings. One student stated: *"With Canva, I'm not only learning to write in English but also learning to create professional and easy-to-understand technical documents. This will definitely help when I work in the electrical engineering field later."* This finding aligns with Romba & Ampa

(2024), who highlight the importance of developing integrative competencies that combine linguistic proficiency with digital and visual communication skills relevant to contemporary industry demands.

A deeper investigation into students' perceptions revealed that Canva implementation influenced not only the cognitive aspects of learning (knowledge and skills) but also the affective dimensions (attitudes and dispositions) toward learning English. Most students reported a transformation in their perception of English learning—from seeing it as a separate subject to viewing it as an integral component of developing their professional competence. This supports the findings of Setiyaningsih, Yuwana, & Hendratno (2023), who argue that the appropriate integration of technology in vocational language learning can transform students' perceptions of both the intrinsic and extrinsic value of foreign language education.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on a comprehensive analysis of quantitative and qualitative data, it can be concluded that the implementation of Canva significantly enhanced both students' interest and ability in writing English procedural texts among Grade X Electrical Engineering students. Increased learning interest was reflected in substantial transformations across several dimensions: Attractiveness (↑ 57.55%), Active participation (↑ 30.94%), Perceived relevance (↑ 26.95%), Persistence (↑ 16.85%). Improved writing performance was evident from the increase in the average score from 61.47 to 74.83, with the effectiveness of the intervention statistically confirmed ($t(35) = 8.74, p < 0.001$). Canva proved to be particularly effective in improving text organization (↑ 31.25%) and content accuracy (↑ 27.45%), while its effects on language accuracy (↑ 19.23%) and mechanics (↑ 12.32%) were relatively moderate. Students' positive perceptions of Canva as a multimodal platform were closely correlated with enhanced intrinsic motivation and a stronger sense of learning relevance. Future research is recommended to focus on the development of multimodal assessment rubrics and to explore the integration of Canva into other vocational text genres to maximize its pedagogical impact.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about The Use of Canva Media in Enhancing the Interest and Writing Skills of Grade X Electrical Engineering Students.

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