

Problem-Based Learning Assisted by Canva to Improve Exposition Text Writing Skills

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ABSTRACT

This study aims to improve students' ability in writing exposition texts through the implementation of the Problem Based Learning (PBL) model assisted by Canva-based interactive media. This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection. The subjects were 36 tenth-grade students of the Culinary program at SMK Negeri 1 Maja. Data were collected through writing tests, observation, and documentation, and analyzed using descriptive quantitative techniques.

The results show a significant improvement in students' writing skills. The average score increased from 60 in the pre-cycle to 72 in Cycle I and 85 in Cycle II. The findings indicate that the implementation of PBL assisted by Canva effectively enhances students' ability to organize ideas, develop arguments, and apply appropriate language features in writing exposition texts.

In conclusion, the integration of Problem Based Learning and Canva-based interactive media improves students' writing skills and creates a more active, interactive, and student-centered learning process.

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ABSTRACT

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks eksposisi siswa melalui penerapan model Problem Based Learning (PBL) berbantuan media interaktif berbasis Canva. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 36 siswa kelas X program keahlian Kuliner di SMK Negeri 1 Maja. Data dikumpulkan melalui tes menulis, observasi, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan peningkatan keterampilan menulis siswa secara signifikan. Nilai rata-rata meningkat dari 60 pada pra siklus menjadi 72 pada siklus I dan 85 pada siklus II. Temuan ini menunjukkan bahwa penerapan PBL berbantuan Canva efektif membantu siswa mengorganisasikan ide, mengembangkan argumentasi, dan menerapkan kaidah kebahasaan dalam menulis teks eksposisi. Dengan demikian, integrasi PBL dan media Canva dapat menciptakan pembelajaran yang lebih aktif, interaktif, dan berpusat pada siswa.

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1. Introduction

Indonesian language learning in vocational high schools has a strategic role in developing students' literacy competence, particularly writing skills as one of the productive language skills. Within the framework of the Merdeka Curriculum, writing skills are understood not only as linguistic competence but also as a means of developing critical, logical, and systematic thinking [1]. One form of writing skill that students must master is exposition text, a text that aims to present ideas or information based on facts through a systematic and argumentative [2].

However, various research findings indicate that students' ability to write exposition texts remains relatively low. Students tend to experience difficulties in developing ideas, organizing text structures coherently, and applying appropriate language conventions [3]. In addition, this low ability is influenced by learning processes that are still dominated by conventional teacher-centered methods, which make students less actively involved in learning [4]. This condition affects students' critical thinking ability in constructing and developing ideas systematically.

These problems show the importance of implementing innovative and student-centered learning models. One relevant model is Problem-Based Learning (PBL). PBL emphasizes learning based on real problems that encourage students to engage in inquiry, think critically, and collaborate in finding solutions [5]. [6] found that the implementation of PBL can significantly improve students' critical thinking and writing skills because students are actively involved in the problem-solving process.

Along with the development of digital technology, the use of interactive learning media has also become an important factor in improving the quality of learning. Digital media enable material to be presented in a more attractive, visual, and contextual manner, thereby increasing students' motivation and engagement [7]. One platform that can be used is Canva, which provides various visual design features such as infographics, presentations, and other interactive media. According to [8], the use of Canva in learning can increase students' creativity and facilitate conceptual understanding through attractive and communicative visualization.

Furthermore, [9] showed that the integration of interactive media in problem-based learning can significantly improve students' learning outcomes, both in cognitive aspects and higher-order thinking skills. Nevertheless, studies that specifically integrate Problem-Based Learning with Canva-based interactive media in exposition text learning in vocational

high schools, particularly in the Culinary expertise program, remain relatively limited. This condition indicates a research gap that needs further investigation.

Based on preliminary observations in Grade X of the Culinary expertise program at SMK Negeri 1 Maja, students' ability to write exposition texts was found to be low. This was indicated by an average score of only 60, which was still below the Learning Objective Achievement Criteria (KKTP). Students had difficulty organizing text structures, developing ideas logically, and using appropriate language conventions. In addition, students' engagement in learning was still low because the learning process tended to be passive.

Based on these problems, improvement actions are needed through the implementation of an innovative and technology-based learning model. Therefore, this study focused on the implementation of the Problem-Based Learning model assisted by Canva-based interactive media in exposition text learning. This study aimed to improve the exposition text writing skills of Grade X students in the Culinary expertise program at SMK Negeri 1 Maja.

This study is expected to provide theoretical contributions to the development of technology-based Indonesian language learning models and practical contributions for teachers in improving the quality of writing instruction in vocational high schools through a more active, creative, and student-centered approach.

2. Research Method

This study employed a Classroom Action Research (CAR) approach conducted in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The CAR model used in this study referred to Kemmis and McTaggart [10].

The subjects of this study were 36 Grade X students of the Culinary expertise program at SMK Negeri 1 Maja. The data collection techniques included:

The research data were obtained through exposition text writing tests, observation of students' activities, and documentation of learning outcomes.

The research instrument was a writing assessment rubric covering five aspects: text structure, content accuracy, language conventions, idea development, and presentation neatness. The data were analyzed using descriptive quantitative techniques by calculating the mean score and the percentage of learning mastery in each cycle.

The success indicator of this study was determined by an average student score of at least 75 and a minimum of 85% of

students achieving learning mastery.

Table 1 Research action design and data collection techniques.

Stage	Main Action	Data Technique
Pre-Cycle	Identification of the initial condition of exposition text writing skills.	Observation, pre-test, documentation.
Cycle I	Implementation of Canva-assisted PBL in exposition text learning.	Activity observation, writing test, documentation.
Cycle II	Improvement through concrete examples, Canva assistance, and group discussions.	Observation, writing test, documentation.

Pre-Cycle. Initial observation, identification of students' difficulties, administration of an exposition text writing pre-test, and calculation of the initial mean score and mastery level.

Cycle I. Planning a PBL-based teaching module, preparing Canva media, implementing learning based on contextual problems in the culinary field, observing students' activities, administering a writing test, and conducting reflection.

Cycle II. Improving the action by providing more concrete text examples, offering more intensive assistance in using Canva, strengthening group discussions and presentations, conducting observation, administering a writing test, and analyzing the final data.

3. Results and Discussion

The pre-cycle results showed that students' ability to write exposition texts was still low, with an average score of 60. Most students had not yet achieved learning mastery.

In Cycle I, learning was implemented by applying the Problem-Based Learning model assisted by Canva media. The results showed an improvement, with the average student score increasing to 72. However, the improvement was not yet optimal because students still had difficulty developing ideas, discussion participation was not maximized, and the use of Canva media was not yet optimal.

In Cycle II, improvements were made based on the reflection from Cycle I, including providing more concrete text examples, giving intensive assistance in using Canva, and increasing group discussion activities. As a result, the average student score increased to 85, and most students achieved learning mastery.

Table 2 Recapitulation of exposition text writing learning outcomes.

Stage	Mean Score	Mastery	Category
Pre-Cycle	60	38%	Low
Cycle I	72	67%	Moderate
Cycle II	85	92%	Good

The data in Table 2 show a gradual improvement from the pre-cycle to Cycle II. The class mean score was calculated by dividing the total student scores by the number of students, while the learning mastery percentage was obtained by dividing the number of students who achieved the KKTP by the total number of students and multiplying the result by 100%.

The improvement in students' exposition text writing skills from the pre-cycle to Cycle II indicates that the implementation of Problem-Based Learning assisted by Canva media was effective in improving learning outcomes.

In Cycle I, the improvement was not yet optimal because students were still adapting to the problem-based learning model. This finding is in line with [11], who stated that the implementation of an innovative learning model requires an adaptation process at the initial stage.

In Cycle II, the significant improvement indicated that students had become accustomed to a learning process that required active engagement and critical thinking. This finding supports [5], who stated that Problem-Based Learning can improve students' critical thinking skills.

In addition, the use of Canva as interactive media contributed to helping students organize ideas visually before expressing them in written form. This is consistent with [7] theory, which states that visual media can improve students' understanding and learning retention.

Thus, the integration of Problem-Based Learning and Canva media was proven to improve exposition text writing skills and create a more active, interactive, and meaningful learning process.

4. Conclusion

Based on the classroom action research conducted in two cycles, it can be concluded that the implementation of the Problem-Based Learning (PBL) model assisted by Canva-based interactive media was effective in improving the exposition text writing skills of Grade X students in the Culinary expertise program at SMK Negeri 1 Maja. This improvement was shown quantitatively by an increase in the students' mean score from 60 in the pre-cycle to 72 in Cycle I and 85 in Cycle II.

Qualitatively, the improvement was reflected in students' ability to organize text structures systematically, develop ideas logically, and use more appropriate language conventions. In addition, the implementation of PBL increased students' active involvement in learning through contextual problem-solving activities, while the use of Canva supported the visualization of ideas and helped students prepare more directed writing outlines.

The novelty of this study lies in the integration of Problem-

Based Learning with Canva-based interactive media in exposition text learning within the context of the Culinary expertise program in a vocational high school. This integration proved capable of creating more contextual, visual, and meaningful learning and had an impact not only on improved learning outcomes but also on a more active, collaborative, and student-centered learning process.

Based on these findings, Indonesian language teachers in vocational high schools are advised to implement problem-based learning models combined with interactive digital media to improve the quality of writing instruction. Future research may develop this study using quantitative or mixed-methods approaches and test the effectiveness of the model in different materials and education levels to obtain more comprehensive results.

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