

## Development of canva-based teaching materials to enhance writing and short story communication skills

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### ABSTRACT

Writing and communicating short stories is an essential skill that elementary school students should develop to enhance their imagination. Unfortunately, this ability still receives relatively little attention, mainly due to factors such as the limited availability of teaching materials and the less interactive learning process. In fact, the development of digital technology, such as Canva, can be used to create teaching materials that are more interactive and fuller of visuals. This research aims to develop teaching materials that are valid, practical, and effective in enhancing the ability of 5th-grade elementary school students to write and communicate short stories. This research employs a combined method, utilizing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model to develop new teaching materials. The subjects of this study are 21 students from Class V B at Madrasah Ibtidaiyah Masjid Al Akbar Surabaya. Data collection was carried out through interviews, observations, documentation, pre-test and post-test sheets, and questionnaires. Data analysis was conducted using a paired sample t-test with the help of the SPSS version 26 application. The results showed that the Canva-based teaching materials developed were valid, as validated by three experts, practical, based on questionnaires completed by Indonesian teachers, and effective, as indicated by the increase in scores between the pre-test and post-test in writing and communicating short stories. There was an increase in the average score between pre-test and post-test of 18.81 points in the ability to write short stories and an increase in the ability to communicate short stories. This is supported by the analysis using SPSS version 26, which yields a significant result of 0.000, indicating a value smaller than 0.05 and confirming the difference in results between the pre-test and post-test.

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## Introduction

One of the essential aspects of the elementary school curriculum is writing short stories, which helps improve students' language skills and creativity. However, many students still struggle with writing engaging and meaningful short stories. Limited language mastery, difficulty in pouring ideas into writing, lack of creativity, inability to understand the material taught in class (Romansyah et al., 2025), lack of writing experience, and less interactive learning methods and teaching materials (Ambarsyah dkk., 2023) are the factor that causes the

main difficulty for students in writing short stories. The reasons behind this difficulty include the use of less engaging and innovative teaching materials and traditional teaching methods, such as lectures and discussions, which do not provide students with opportunities to freely explore their ideas.

In addition to writing, communication skills are also important skills for students. With it, they can actively participate in classroom learning, convey ideas, respond to learning, and foster dialogue between students and teachers. However, many students still struggle to master this skill, leaving them passive during classroom learning. The difference in language between everyday and the language of instruction, in this case, the regional language and Indonesian, is one of the influential factors in many instances in which students have difficulty communicating in the classroom (Nadiyah et al., 2023). These two skills intersect with each other, where one of the most significant causative factors is learning methods and teaching materials that are less interactive.

Therefore, teaching materials are needed that can help students better understand the structure and techniques of writing short stories (Irmawati et al., 2023). In turn, when they have these abilities, they will be slowly trained to communicate them verbally thus stimulating active learning in the classroom. In the world of education in the 21st century, teachers are required to make optimal use of technology. The Canva app, therefore, can be a solution to develop teaching materials that are full of visual, creative, and interactive, so that it can attract attention and increase innovation and interest in learning of students (Harpiani et al., 2022).

A considerable amount of research has been conducted to assess the impact of using Canva-based teaching materials. Research by Shelly et al (2023) showed an improvement in the poetry writing skills of 4th grade students of SD Negeri 48 Lubuklinggau and the effectiveness of the use of these teaching materials where the average post-test score of the students reached 99.46. On the other hand, teachers and students also admitted that they were more interested and motivated by the teaching materials. The Carera study (2024) which used a quasi-experimental design on collaboration between researchers and teachers also confirmed that the use of teaching materials with the help of the Canva application for physics subjects in grade 4 of elementary school showed results in the effective category. Likewise, Nurhidayani's study (2024), which tested Canva-assisted teaching materials in mathematics learning to 3rd grade elementary school students, showed similar results.

Seeing the effectiveness and influence of learning using Canva-assisted teaching materials on some subjects and topics such as the studies mentioned above, such learning needs to be adopted to improve short story writing skills. These skills, as previously stated, can then be followed up to be verbally narrated which trains the students' communication skills. Given that no study has specifically focused on the development of Canva-based teaching materials to improve writing and short story communication skills, this article aims to address that gap.

This study aims to find out the process of developing valid, practical, and effective Canva-based teaching materials in improving the writing and communication skills of 5th grade elementary school students. In general, 5th grade students have begun to develop cognitive abilities in solving concrete problems because they understand cause and effect, develop patterns of social behavior and collaboration, begin to regulate emotions and build self-esteem, and are actively moving and active (Anshari Bausad & Yanuar Musrifin, 2017). This study is expected to contribute to providing alternative solutions to the problems mentioned above that can be widely used or adopted for further development.

## Method

The subjects of this study are 21 students of class VB Madrasah Ibtidaiyah Al-Akbar Mosque Surabaya. The selection of subjects is based on the fact that students tend to get bored easily with monotonous learning. In addition, they can represent the gap between regional and national languages as an introduction to learning which is one of the factors of difficulty in writing and communicating short stories (Nadiyah et al., 2023). Although the city of Surabaya is

a metropolitan city, the Javanese dialect of Suroboyoan is the everyday language of most of the population, making there a distance between the colloquial language and the language of instruction in the classroom. The research was conducted from June-August 2025.

This study employs a research and development (R&D) design, as it creates and evaluates a concept for further development to improve it (Katun, 2013, p. 76). The ADDIE (Analysis, Design, Development, Implementation, Evaluation) model was employed in this study to create, develop, and test a Canva-based teaching material product, assessing its validity, practicality, and effectiveness in enhancing students' ability to write and communicate short stories. The research procedure using this model can be described through the following table:

**Picture 1.** ADDIE Model Procedure

|                          | <b>Analyze</b>                                                                                                                                                                                                                                                                                                                         | <b>Design</b>                                                                                                                                                                                                | <b>Develop</b>                                                                                                                                                                                                                                                                                | <b>Implement</b>                                                                                           | <b>Evaluate</b>                                                                                                                                           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concept</b>           | Identify the probable causes for a performance gap                                                                                                                                                                                                                                                                                     | Verify the desired performances and appropriate testing methods                                                                                                                                              | Generate and validate the learning resources                                                                                                                                                                                                                                                  | Prepare the learning environment and engage the students                                                   | Assess the quality of the instructional products and processes, both before and after implementation                                                      |
| <b>Common Procedures</b> | <ol style="list-style-type: none"> <li>1. Validate the performance gap</li> <li>2. Determine instructional goals</li> <li>3. Confirm the intended audience</li> <li>4. Identify required resources</li> <li>5. Determine potential delivery systems (including cost estimate)</li> <li>6. Compose a project management plan</li> </ol> | <ol style="list-style-type: none"> <li>7. Conduct a task inventory</li> <li>8. Compose performance objectives</li> <li>9. Generate testing strategies</li> <li>10. Calculate return on investment</li> </ol> | <ol style="list-style-type: none"> <li>11. Generate content</li> <li>12. Select or develop supporting media</li> <li>13. Develop guidance for the student</li> <li>14. Develop guidance for the teacher</li> <li>15. Conduct formative revisions</li> <li>16. Conduct a Pilot Test</li> </ol> | <ol style="list-style-type: none"> <li>17. Prepare the teacher</li> <li>18. Prepare the student</li> </ol> | <ol style="list-style-type: none"> <li>19. Determine evaluation criteria</li> <li>20. Select evaluation tools</li> <li>21. Conduct evaluations</li> </ol> |
|                          | <b>Analysis Summary</b>                                                                                                                                                                                                                                                                                                                | <b>Design Brief</b>                                                                                                                                                                                          | <b>Learning Resources</b>                                                                                                                                                                                                                                                                     | <b>Implementation Strategy</b>                                                                             | <b>Evaluation Plan</b>                                                                                                                                    |

Primary data were collected through five techniques: interviews, observations, documentation, questionnaires, and tests. Interviews are used in the *Analyze* stage to collect data on student and teacher responses regarding students, the school environment, assignments, and learning processes, in order to identify problems that may occur. Observation is carried out at the *Design* stage to collect the necessary materials, create concepts and specifications of learning materials and at the *Implementation* stage to observe the implementation of the developed teaching materials. Documentation functions to collect information sources are in the *development* stage and function as a source of information from written documents and photos. Meanwhile, the questionnaire was used in the *Development* and *Evaluation* stages. The study aimed to collect quantitative data on the validity, usefulness, and effectiveness of the Canva-based learning materials developed.

There are two questionnaires: one for validators and one for students. There are three validators in this study. Validators of teaching materials were given a validation questionnaire related to the feasibility aspect of content and language quality. Design expert validators fill out questionnaires related to display and programming aspects. Learning expert validators assess aspects of teaching materials, material feasibility, and learning processes. Meanwhile, students fill out two questionnaires. First, a questionnaire of response indicators that includes aspects of the material and aspects of the display of teaching materials. Second, a practicality questionnaire which includes aspects of effectiveness, interactivity, and creativity.

This study uses tests (pre-test and post-test) to measure the influence of the implementation of the Canva-based teaching materials developed, both in terms of writing

short stories and the ability to communicate them. Indicators of student short story assessment include structural analysis, story content, theme identification, and understanding of the story's content. Meanwhile, communication (storytelling) skills are assessed in terms of pronunciation, intonation, fluency, expression, and accuracy of communication content.

This study applied a combined method. Qualitative data are presented descriptively to explain the learning process and implementation of the developed teaching materials. The quantitative data in the form of numbers is used to measure validity, practicality, and effectiveness. The formula used in quantitative data analysis is as follows:

- 1) The validity of the teaching material needs to achieve a minimum score of 60% obtained from the measurement using the formula:

$$\text{percentage} = \frac{\text{total score given by validator}}{\text{maximum total score}} \times 100\%$$

- 2) The practicality of Canva-based teaching materials is measured by the following formula and needs to achieve a score of at least 50%:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$  : Average score      N : Number of assessors

- 3) Teaching materials are considered effective if 75% of students show success in the classroom. Effectiveness analysis was obtained using the paired-sample T-Test formula with the help of SPSS version 26 application with the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left( \frac{S_1}{n_1} \right) \left( \frac{S_2}{n_2} \right)}}$$

|    |                               |     |                                   |
|----|-------------------------------|-----|-----------------------------------|
| X1 | : Average of sample 1         | S12 | : Sample variant 1                |
| X2 | : Average of sample 2         | S22 | : Sample variant 2                |
| S1 | : Sample standard deviation 1 | r   | : Correlation between two samples |
| S2 | : Sample standard deviation 2 | n1  | : Sample count 1                  |
|    |                               | n2  | : Sample count 2                  |

The data obtained was then interpreted by data normality test, data homogeneity test, and data analysis using the *paired sample t-test technique*. The explanation related to data interpretation is as follows:

- a) Normality test to find out whether the data has followed or approached the normal distribution or not with the criteria as follows (Santoso, 2010, p. 43):
  1. If the significance value is less than 0.05, the data is not normally distributed.
  2. If the significance value is greater than 0.05 then the data is normally distributed.
It can be concluded that the data suitable for continued analysis using the paired sample t-test technique is the data that is normally distributed.
- b) Homogeneity Test researches data on each group whose data come from populations that are not much different in diversity (Ismail, 2018, p. 201).
- 4) The results of the *Paired T-Test* analysis, where:
  1. If the significance value is less than 0.05, then the data is not normally distributed; there is evidence of effectiveness.
  2. If the significance value is greater than 0.05, then the data is normally distributed; there is no evidence of effectiveness.

## Result

### Development of Teaching Materials

The development of Canva-based teaching materials is done with a systematic and student-oriented approach. The development stages include needs analysis, content planning, visual design, limited testing, and evaluation for improvement. The material developed not only

includes theories about the elements of short stories (such as characters, settings, plots, themes, and motifs), but also features story examples, writing step-by-step guides, student worksheets, and story-making sheets. Here are the stages of developing Canva-based teaching materials in this study:

1. Analysis Stage

The analysis stage identifies problems from the learning process of students in grade V of MI Masjid Al Akbar Surabaya, in this case the skills of writing and communicating short stories. It was found that several factors, such as the use of teaching media that is not attractive, the limited time for creative writing practice in the classroom, the lack of use of visual and interactive technology, and the low confidence of students, are the reasons that these skills are not honed properly. In fact, the students have a high interest in visual media and digital-based creative activities. In addition, they tend to be more responsive to learning that involves elements of images, colors, illustrations, and interactive digital tools.

Therefore, the development of Canva-based teaching materials that present a visual display is considered appropriate to be a solution to this problem. The development of these teaching materials is adjusted to the needs, curriculum analysis, and basic competencies obtained from the analysis stage. These results are then proceeded to the design stage to design materials, presentation strategies, and visual forms of teaching materials.

2. Design Stage

The title of this teaching material is "Easy Teaching Materials for Writing Fun and Fun Short Stories for Grade 5" and uses image and text formats. The appearance of teaching materials is developed in an attractive, contemporary, and non-boring manner. In addition, the design of the teaching materials has been adjusted to the characteristics of students, especially MI 5th grade students where almost all children like various pictures and colors that attract attention.

3. Development Stage

The vital point in this teaching material is Indonesian learning in grade V and the focus material is the material for composing short stories with environmental themes. Because it focuses on the theme of the environment, the background of the teaching material features a natural landscape, including mountains, rivers, trees, and a blue sky. Additionally, there is improvisation by child characters who are learning. The design of these Canva-assisted teaching materials includes *covers*, titles, materials, forewords, table of contents, contents, and evaluation sheets. Broadly speaking, there are three views in this teaching material, namely the initial view, the content view, and the evaluation view.

The initial appearance of this teaching material is a *cover* that contains a title and a brief explanation. This is followed by a preface containing the author's gratitude, gratitude and hope. Finally, the initial view ends with a table of contents containing the sections in this teaching material and its pages.

Picture 2. The Initial View



The content display starts from page 1 which contains the definition of a short story, followed by an explanation of the important part of writing a short story on pages 2 and 3. Pages 4-11 contain a cover and a sample short story titled “Kisah Cinta Lingkungan” and followed by the material on understanding the structure of the essay from the short story on pages 12 and 13. The last content display is on pages 14-18 which shows the cover and other examples of short stories titled “Hutan yang Hilang.”

Picture 3. The Content View



The evaluation view contains worksheets for students. On pages 19 and 20, an evaluation worksheet is provided for students to assess their understanding of the stories or educational materials presented on the previous page. There are 10 multiple-choice questions with four answer choices; the questions presented are adjusted to the narrative titled “Hutan Yang Hilang”. The next view is pages 21 and 22 of the practice sheet for making paragraphs. The display on this exercise sheet has several visual images to make it easier for students to create paragraphs that are equipped with each part of the crucial parts in writing a short story. Page 23 presents instructions for writing short stories that students can work on the short story composing sheet on pages 24-25. Pages 26-27 contain a summary of all the content contained in the teaching materials. This summary is intended for readers to gain a better understanding of the author's work. The final page displays a bibliography to make it easier for readers to know the references used in the writing. The last appearance is the back cover of the teaching material section which is

written with an introduction to the teaching materials, and expectations and motivation for students in writing and imagining.

**Picture 4. The Evaluation View**



#### 4. Implementation Stage

This stage piloted Canva-based teaching materials for teachers and students in Grade V of MI Al-Akbar Mosque Surabaya to measure the validity, practicality, and effectiveness of the teaching materials in improving students' ability to write and communicate short stories. Before conducting a trial for the students, a survey was validated with a questionnaire to find out the validation and practicality aspects of the teaching materials developed and the following results were obtained:

**Table 1.1: Validation and Practicality Questionnaire**

| Types of Questionnaires          | Name of the Validator or Subject     | Status                                                                                                 | Validation Results                        |
|----------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Subject Matter Expert Validation | Firda Nailil Karimah, M.Pd.          | IAI Nahdlatul Ulama Bangil Lecturer, Online Tutor at Universitas Terbuka                               | $P = \frac{37}{40} \times 100\% = 92\%$   |
| Design Expert Validation         | Secondta Habib Syarifah Zein., M.Pd. | Teacher of MI Masjid Al Akbar Surabaya, validator of research on the development of teaching materials | $P = \frac{119}{120} \times 100\% = 99\%$ |
| Learning Expert Validation       | Erwin Sarwanti., S.Pt., M.Pd         | Indonesian Language Teacher for 10 years                                                               | $P = \frac{38}{40} \times 100\% = 95\%$   |
| Practicality Questionnaire       | Yusni Muhridah, S.Pd.                | Classroom teacher for 5 years                                                                          | $P = \frac{47}{50} \times 100\% = 94\%$   |

The quantitative data is assessed with the following indicators:

**Table 1. Validity Indicators**

| Percentage | Kualifikasi  | Eligibility Criteria |
|------------|--------------|----------------------|
| 86%-100%   | Highly Valid | No Revision          |
| 70%-85%    | Valid        | A Slight Revision    |
| 55%-69%    | Quite Valid  | Many Revisions       |
| < 55%      | Less Valid   | Unusable             |

**Table 2. Eligibility Indicators**

| Percentage    | Kualifikasi     |
|---------------|-----------------|
| > 80%- ≤ 100% | Highly Worth It |
| > 60%- ≤ 85%  | Proper          |
| > 40%- ≤ 50%  | Quite Decent    |
| > 20%- ≤ 40%  | Not Eligible    |
| ≤ 20%         | Very Unworthy   |

Based on these two eligibility criteria, the Canva-based teaching materials developed by the researchers are valid and suitable for use, as indicated by the validation data.

## Discussion

### ANALYSIS OF STUDENTS' SHORT STORY WRITING SKILLS

The author administered a pre-test to the students of the VB MI Al Akbar Mosque Surabaya before testing the developed teaching materials, and then administered a post-test to measure the impact of using the teaching materials. On the other hand, teachers can use worksheets in their teaching materials for students to complete, creating a fictional story. After that, teachers can analyze the results of student work according to the rubric that has been prepared for teachers.

Five aspects are assessed from students, namely: 1) Clarity of Writing, 2) Text Collapse, 3) Neatness of Writing, 4) Spelling and Spelling, and 5) Vocabulary Selection. A scale of 1-4 is used to assess these five aspects, where a score of 4 indicates very good, 3 indicates good, 2 indicates incapable, and 1 indicates undercapable. The following are the results of the analysis of students' short story writing skills after the implementation of the Canva-based teaching materials developed:

**Table 3. Pre-test and Post-test Scores for Writing Short Stories**

| No | Student Name | Assessment Aspect |   |   |   |   | Total | Maximum Score | % Percentage | Pre-Test Score | Post-Test Score |
|----|--------------|-------------------|---|---|---|---|-------|---------------|--------------|----------------|-----------------|
|    |              | 1                 | 2 | 3 | 4 | 5 |       |               |              |                |                 |
| 1  | AFS          | 4                 | 4 | 4 | 3 | 4 | 19    | 20            | 95%          | 70             | 90              |
| 2  | ADFA         | 3                 | 4 | 3 | 4 | 4 | 18    | 20            | 90%          | 60             | 90              |
| 3  | ASP          | 4                 | 4 | 4 | 4 | 3 | 19    | 20            | 95%          | 80             | 95              |
| 4  | AZA          | 4                 | 4 | 3 | 2 | 4 | 17    | 20            | 85%          | 55             | 85              |
| 5  | CIW          | 3                 | 4 | 4 | 3 | 4 | 18    | 20            | 90%          | 70             | 90              |
| 6  | CAW          | 4                 | 3 | 3 | 4 | 4 | 18    | 20            | 90%          | 80             | 95              |
| 7  | DAS          | 4                 | 3 | 2 | 3 | 4 | 16    | 20            | 80%          | 60             | 80              |
| 8  | KPW          | 4                 | 4 | 4 | 4 | 3 | 19    | 20            | 95%          | 80             | 95              |
| 9  | MHA          | 3                 | 2 | 4 | 4 | 4 | 17    | 20            | 85%          | 75             | 85              |
| 10 | MFAP         | 3                 | 3 | 2 | 4 | 4 | 16    | 20            | 80%          | 60             | 80              |
| 11 | MDAL         | 4                 | 4 | 4 | 3 | 4 | 19    | 20            | 95%          | 75             | 95              |
| 12 | MAF          | 4                 | 3 | 3 | 2 | 4 | 16    | 20            | 80%          | 60             | 80              |
| 13 | MAAS         | 3                 | 4 | 2 | 3 | 4 | 16    | 20            | 80%          | 60             | 80              |

|                    |       |   |   |   |   |   |     |     |     |      |      |
|--------------------|-------|---|---|---|---|---|-----|-----|-----|------|------|
| 14                 | MT    | 2 | 3 | 4 | 4 | 4 | 17  | 20  | 85% | 70   | 85   |
| 15                 | MYA   | 4 | 4 | 4 | 4 | 3 | 19  | 20  | 95% | 75   | 95   |
| 16                 | MB    | 4 | 2 | 3 | 3 | 4 | 16  | 20  | 80% | 65   | 80   |
| 17                 | NAD   | 4 | 4 | 4 | 3 | 4 | 19  | 20  | 95% | 70   | 95   |
| 18                 | RMAAS | 3 | 2 | 4 | 4 | 4 | 17  | 20  | 85% | 65   | 85   |
| 19                 | RAR   | 4 | 4 | 4 | 2 | 3 | 17  | 20  | 85% | 65   | 85   |
| 20                 | RZR   | 4 | 4 | 4 | 3 | 4 | 19  | 20  | 95% | 80   | 95   |
| 21                 | SNI   | 4 | 4 | 4 | 3 | 3 | 18  | 20  | 90% | 80   | 90   |
| <b>Total Score</b> |       |   |   |   |   |   | 370 | 420 | 88% | 1455 | 1850 |
| <b>Average</b>     |       |   |   |   |   |   |     |     |     | 69   | 88   |

The result of the questionnaire data, where each point is scored from 1 to 4 and there are 5 aspects of assessment, yields a maximum score of 20. The results of the questionnaire yielded a percentage score of 88% for the final writing short story result, which was calculated from a total score of 370 out of a maximum score of 420. In addition to the five-aspect assessment questionnaire, the data in the table also show the pre-test and post-test scores of the implementation of Canva-based teaching materials that the researchers developed. The data shows that the average pre-test result is 69, while the average post-test result is 88.

#### ANALYSIS OF STUDENTS' SHORT STORY COMMUNICATION SKILLS

In addition to the ability to write short stories, researchers also measured the effectiveness of the teaching materials developed on students' ability to communicate the short stories they had made. The assessment used is the same as the one for writing short stories, which is a scale of 1-4. The difference is five aspects of assessment in this short story communication, namely: 1) Pronunciation, 2) Intonation, 3) Fluency in conveying, 4) Expression, and 5) Accuracy of the content of the conversation. The following are the results of the assessment of students' short story communication skills:

**Table 4. Pre-test and Post-test Scores Communicate Short Stories**

| No | Student Name | Assessment Aspect |   |   |   |   | Total | Maximum Score | % Percentage | Pre-Test Score | Post-Test Score |
|----|--------------|-------------------|---|---|---|---|-------|---------------|--------------|----------------|-----------------|
|    |              | 1                 | 2 | 3 | 4 | 5 |       |               |              |                |                 |
| 1  | AFS          | 4                 | 3 | 3 | 4 | 4 | 18    | 20            | 90%          | 70             | 85              |
| 2  | ADFA         | 3                 | 2 | 3 | 4 | 4 | 16    | 20            | 80%          | 60             | 80              |
| 3  | ASP          | 3                 | 4 | 4 | 3 | 4 | 18    | 20            | 90%          | 80             | 90              |
| 4  | AZA          | 3                 | 4 | 2 | 3 | 3 | 15    | 20            | 75%          | 65             | 75              |
| 5  | CIW          | 4                 | 3 | 3 | 2 | 4 | 16    | 20            | 85%          | 70             | 85              |
| 6  | CAW          | 4                 | 3 | 4 | 4 | 3 | 18    | 20            | 80%          | 75             | 80              |
| 7  | DAS          | 4                 | 4 | 2 | 3 | 3 | 16    | 20            | 80%          | 60             | 80              |
| 8  | KPW          | 4                 | 3 | 4 | 4 | 3 | 18    | 20            | 90%          | 75             | 90              |
| 9  | MHA          | 3                 | 4 | 2 | 3 | 4 | 16    | 20            | 80%          | 70             | 80              |
| 10 | MFAP         | 3                 | 3 | 3 | 2 | 4 | 15    | 20            | 75%          | 60             | 75              |
| 11 | MDAL         | 3                 | 4 | 3 | 3 | 4 | 17    | 20            | 85%          | 75             | 85              |
| 12 | MAF          | 4                 | 3 | 3 | 2 | 3 | 15    | 20            | 75%          | 60             | 75              |
| 13 | MAAS         | 4                 | 3 | 2 | 4 | 3 | 16    | 20            | 80%          | 60             | 80              |
| 14 | MT           | 3                 | 4 | 3 | 3 | 4 | 17    | 20            | 85%          | 65             | 85              |

|                    |       |   |   |   |   |   |     |     |       |      |      |
|--------------------|-------|---|---|---|---|---|-----|-----|-------|------|------|
| 15                 | MYA   | 4 | 4 | 4 | 3 | 4 | 19  | 20  | 95%   | 75   | 95   |
| 16                 | MB    | 2 | 4 | 3 | 4 | 3 | 16  | 20  | 80%   | 65   | 80   |
| 17                 | NAD   | 4 | 4 | 3 | 2 | 4 | 17  | 20  | 85%   | 65   | 85   |
| 18                 | RMAAS | 4 | 3 | 2 | 4 | 4 | 17  | 20  | 85%   | 70   | 85   |
| 19                 | RAR   | 3 | 2 | 4 | 3 | 4 | 16  | 20  | 80%   | 65   | 80   |
| 20                 | RZR   | 4 | 4 | 3 | 2 | 4 | 17  | 20  | 85%   | 70   | 85   |
| 21                 | SNI   | 4 | 3 | 4 | 3 | 3 | 17  | 20  | 85%   | 65   | 85   |
| <b>Total Score</b> |       |   |   |   |   |   | 350 | 420 | 83,1% | 1420 | 1740 |
| <b>Average</b>     |       |   |   |   |   |   |     |     |       | 68   | 83   |

From this data, it is known that students in class VB got results, namely the average pre-test score for communicating short stories reached 68 and got an average post-test score of 83. This data was then analyzed with the help of SPSS using the *paired sample t-test* formula which aims to measure samples with the same subjects against a specific treatment.

#### DATA ANALYSIS OF TEACHING MATERIAL EFFECTIVENESS TEST

The data on the results of the pre-test and post-test of students of class VB MI Masjid Al Akbar Surabaya, both in the ability to write and communicate short stories, were tested with the *paired sample t-test* formula using the help of the SPSS application version 26, and obtained the following results:

**Tabel 5. Paired Sample Statistic T-Test**

| Value                       |           | N  | Mean  | Std. Deviation | Std. Error Mean |
|-----------------------------|-----------|----|-------|----------------|-----------------|
| Writing Short Story         | Pre-Test  | 21 | 69,29 | 8,259          | 1,802           |
|                             | Post-Test | 21 | 88,10 | 6,016          | 1,313           |
| Communicating Short Stories | Pre-Test  | 21 | 67,62 | 6,045          | 1,319           |
|                             | Post-Test | 21 | 82,86 | 5,141          | 1,122           |

From the data, it was found that there was an increase of 18.81 points in scores between the pre-test and post-test of writing short stories, and an increase of 15.24 points in scores between the pre-test and post-test of short story communication. To determine the hypothesis, further analysis was carried out and the following results were obtained:

**Tabel 6. Paired Sample T-Test**

|                           |                                         |       |       | Paired Differences     |                       |                                              |         | t      | df    | Sig.<br>(2-tailed) |
|---------------------------|-----------------------------------------|-------|-------|------------------------|-----------------------|----------------------------------------------|---------|--------|-------|--------------------|
|                           |                                         |       |       | Mean<br>Differen<br>ce | Std.<br>Error<br>Mean | 95% Confidence Interval<br>of the Difference |         |        |       |                    |
|                           |                                         |       |       |                        |                       | Lower                                        | Upper   |        |       |                    |
| Writing<br>Short<br>Story | Equal<br>variance<br>assume<br>d        | 2,567 | 0,117 | -18,810                | 2,230                 | -23,316                                      | -14,303 | -8,436 | 40    | .000               |
|                           | Equal<br>variance<br>not<br>assume<br>d |       |       | -18,810                | 2,230                 | -23,329                                      | -14,290 | -8,436 | 36,56 | .000               |

|                             |                            |       |       |         |       |         |         |        |        |      |
|-----------------------------|----------------------------|-------|-------|---------|-------|---------|---------|--------|--------|------|
| Communicating Short Stories | Equal variance assumed     | 1,153 | 0,289 | -15,238 | 1,732 | -18,738 | -11,738 | -8,799 | 40     | .000 |
|                             | Equal variance not assumed |       |       | -15,238 | 1,732 | -18,741 | -11,735 | -8,799 | 38,993 | .000 |

Based on the results of the SPSS calculation above and following the steps of *the Paired sample t-test as follows*:

1. Formulate a hypothesis: there is a significant difference before and after the use of canva-based teaching materials.
2. Determine the resulting significance that is already in the SPSS calculation result table of 0.000.
3. The test criteria show that:
  - a). If the value (sig.) > 0.05, then the result is not significant
  - b). If the value (sig.) < 0.05, then there is a significant difference

From the results that have been obtained based on the testing criteria of the SPSS table results, a significance value of 0.000 is obtained which shows  $0.000 < 0.05$  and shows a real difference between the pre-test and post-test data of students, both in writing and communicating short stories. This means that the use of Canva-based teaching materials developed can have a positive impact on students' learning to write and communicate short stories and they are effective to use.

#### 4. Evaluation Stage

In this final stage, an evaluation was conducted to enhance the teaching materials developed, based on input and criticism from experts who served as validators in this study. The researchers have revised the shortcomings of the Canva-based teaching materials developed which are broadly related to the addition of short story titles to the cover, the placement of pages on each sheet of teaching materials, and the use and consistency of *fonts* and colors on the covers of teaching materials that are not in line with the characteristics of the students. The revisions made by researchers are then re-examined by experts until approval is obtained.

To make it easier for readers to understand the flow of the development of this teaching material, the author provides a table that briefly explains the research process:

**Table 7. ADDIE Model Development Stage**

| Yes | Stages         | Activities                                                                                                                                                                                                                                                                                                      |
|-----|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Analysis       | <ol style="list-style-type: none"> <li>1. Conducting interviews with both teachers and students of class V</li> <li>2. Conducting discussions with Indonesian teachers in class V MI MasjidAl Akbar Surabaya regarding teaching materials</li> </ol>                                                            |
| 2.  | Design         | <ol style="list-style-type: none"> <li>1. Define learning objectives</li> <li>2. Determine learning models and teaching materials</li> <li>3. The process of developing teaching materials</li> <li>4. Designing teaching material assessment instruments</li> <li>5. Organizing learning activities</li> </ol> |
| 3.  | Development    | <ol style="list-style-type: none"> <li>1. Create Canva-based teaching materials</li> <li>2. Teaching materials in the form of printed books</li> </ol>                                                                                                                                                          |
| 4.  | Implementation | <ol style="list-style-type: none"> <li>1. Teacher provides guidance on the use of teaching materials</li> </ol>                                                                                                                                                                                                 |

|    |            |    |                                                                                             |
|----|------------|----|---------------------------------------------------------------------------------------------|
| 5. | Evaluation | 2. | Teachers and students use teaching materials in learning activities                         |
|    |            | 3. | Conduct a learning review                                                                   |
|    |            | 1. | The three validators validated the development of teaching materials                        |
|    |            | 2. | Teacher's response after using Canva-based teaching materials in the form of a printed book |

## Conclusion

After conducting research and development on Canva-based teaching materials, this study concluded that the teaching material product is valid, practical, and effective in improving the writing and communication skills of students at VB MI Masjid Al Akbar Surabaya in writing and communicating short stories. The validity of the developed teaching materials is based on the assessment of three validators who are material experts, design experts, and learning experts with percentages of 92%, 99%, and 95%, respectively. The practicality of this teaching material was obtained from the survey of Indonesian teachers, who received a percentage of 94% of all existing criteria. The effectiveness of this teaching material was inferred from the increase in the average score between pre-test and post-test by 18.81 points in the ability to write short stories and an increase of 15.24 points in the ability to communicate short stories. This is reinforced by the analysis using SPSS version 26, which yields a significant result of 0.000, which is smaller than 0.05.

Thus, this study suggests that schools and teachers of related subjects can use the Canva-based teaching material product developed by the researcher. In addition, the researcher also encourages various other associated parties to adopt, adapt, and develop these products in a relevant manner in their respective work areas. It is hoped that this product will contribute to improving students' ability to write and communicate short stories, especially elementary school students/equivalent.

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