DEVELOPMENT OF INTERACTIVE LEARNING MEDIA FOR CANVA MAGIC APPLICATION ON SHORT STORY WRITING SKILLS OF GRADE IX STUDENTS OF SMP NEGERI 2 BAROMBONG

PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF APLIKASI CANVA MAGIC PADA KETERAMPILAN MENULIS CERPEN SISWA KELAS IX SMP NEGERI 2 BAROMBONG

Nuwahidah[1], Munirah[2], Haslinda[3]

[1,2,3]Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Makassar
[1]nurwahidah21@guru.smp.belajar.id, [2]munirah@unismuh.ac.id, haslinda@unismuh.ac.id

*email Koresponden: haslinda@unismuh.ac.id

Abstract

This research aims to develop an interactive learning media based on the Canva Magic application to improve the short story writing skills of grade IX students of SMP Negeri 2 Barombong. The media development process follows the 4D (Define, Design, Develop, Disseminate) model, starting with an analysis of the needs of students and teachers that shows students' tendency towards visual and interactive learning media. This media is designed to present short story writing material in an interesting and easy-to-understand way. The research methods used in this study are research and development or Research and Development (R&D) with descriptive quantitative analysis methods, data collection techniques include media validation questionnaires, practical observations, and short story writing skills tests before (pretest) and after the use of media (posttest). This media prototype is designed with excellent features such as storyline templates, character illustrations, and interactive and visual step-by-step guides. The results of expert validation show a very high level of validity in the material and media aspects. The practicality test showed that the score increased from 0.73 (practical) to 0.97 (very practical). The results of the effectiveness test showed a significant increase in the short story writing skill score, with an average pretest score of 65 and the posttest increased to 90-98. So, it can be concluded that Canva Magic learning media with the AI-based Magic Write feature is effective and practical to improve short story writing skills in a creative, systematic, and meaningful way for students.

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Keywords: Interactive learning media, Canva Magic, short story writing skills, media development, 4D models.

Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berbasis aplikasi Canva Magic untuk meningkatkan keterampilan menulis cerpen siswa kelas IX SMP Negeri 2 Barombong. Proses pengembangan media mengikuti model 4D (Define, Design, Develop, Disseminate), dimulai dengan analisis kebutuhan siswa dan guru yang menunjukkan kecenderungan siswa terhadap media pembelajaran yang visual dan interaktif. Media ini dirancang untuk menyajikan materi menulis cerpen dengan cara yang menarik dan mudah dipahami. Metode penelitian yang digunakan pada penelitian ini yaitu penelitian dan pengembangan atau Research and Development (R&D) dengan metode analisis kuantitatif deskriptif, Teknik pengumpulan data meliputi angket validasi media, observasi kepraktisan, serta tes keterampilan menulis cerpen sebelum (pretest) dan sesudah penggunaan media (posttest). Prototipe media ini dirancang dengan fitur unggulan seperti template alur cerita, ilustrasi karakter, dan panduan langkah demi langkah yang interaktif dan visual. Hasil validasi ahli menunjukkan tingkat validitas sangat tinggi pada aspek materi dan media. Uji kepraktisan menunjukkan skor meningkat dari 0,73 (praktis) menjadi 0,97 (sangat praktis). Hasil uji keefektifan memperlihatkan peningkatan signifikan skor keterampilan menulis cerpen, dengan nilai pretest rata-rata 65 dan posttest meningkat menjadi 90-98. Jadi, dapat disimpulkan bahwa media pembelajaran Canva Magic dengan fitur Magic Write berbasis AI efektif dan praktis digunakan untuk meningkatkan keterampilan menulis cerpen secara kreatif, sistematis, dan bermakna bagi siswa.

Kata kunci: Media pembelajaran interaktif, Canva Magic, keterampilan menulis cerpen, pengembangan media, model 4D.

1. INTRODUCTION

Education Education plays an important role in shaping the character and developing the potential of students as a whole, both from intellectual, social, emotional, and skill aspects. In the current era of globalization and digitalization, the world of education is required to adapt to technological developments to create a relevant and competitive learning process. One of the prominent strategies is the integration of digital technology-based learning media to support interactive and effective teaching and learning activities. Digital media is considered to be able to enrich the learning experience of students and improve the quality of learning outcomes through attractive and user-friendly visualizations. The Indonesian government has responded to these dynamics through the Merdeka Learning policy, which gives teachers and educational units the flexibility to develop innovative learning methods by utilizing technology. This transformation not only follows global trends, but is also a systematic effort to improve the quality of competency-based learning. In its implementation, teachers are required to be able to condition learning to be contextual with the student environment and to be able to grow character through meaningful interactions.

In the context of Indonesian language learning, writing skills are one of the fundamental and complex competencies. Writing activities are not just stringing words, but include the process of thinking, drafting ideas, choosing diction, and understanding the structure of language that is good and correct. Writing short stories, in particular, requires students to combine elements of imagination, creativity, and logic simultaneously. However, various findings in the field show that students' writing skills, especially at the junior high school level, are still relatively low. This can be seen from the inability of students to develop ideas, build storylines, and low motivation in writing.

Writing skills also have high spiritual value as stated in the Qur'an, among others in QS. Al-Qalam and QS. Al-'Alaq, who emphasized the importance of writing as a form of appreciation for science. Writing is a medium to document knowledge and convey ideas to the wider community. In the context of Islamic education, writing is seen as part of a lifelong learning process. Therefore, strengthening writing skills from an early age is a necessity, not only from the academic side, but also from the moral and religious dimensions.

However, efforts to strengthen short story writing skills often face various challenges. The results of observations at SMP Negeri 2 Barombong show that writing learning is still monotonous and less innovative, so it is not able to encourage active student involvement. The learning media used is mostly conventional, with an approach that does not provide enough space for the exploration of students' creative ideas. This results in the low quality of student writing, both in terms of structure, flow, and originality of ideas. For this reason, a more interesting learning approach is needed and able to accommodate the learning styles of 21st-century students.

Technology-based learning media, such as the graphic design application Canva, offer a potential alternative to addressing these problems. Canva provides a variety of visual features that support students' creative writing process, such as story templates, illustration elements, and easy-to-use narrative layouts. Several previous studies have proven the effectiveness of interactive digital media in increasing students' writing creativity. Studies conducted by Ahmad (2019), Siti (2020), and Budi (2021) show that the use of visual media is able to increase student motivation and produce more systematic and imaginative writing.

However, there hasn't been much research that has specifically examined the use of Canva Magic, a new feature of Canva designed for visual storytelling purposes in the context of learning to write short stories. This feature allows students to craft a narrative while integrating visual elements such as setting, characters, and dialogue. With this multimodal approach, students can develop stronger narrative thinking skills and understand the structure of short stories more concretely. This research seeks to fill this gap by developing Canva Magic-based interactive learning media for grade IX junior high school students.

The product developed in this study aims to improve students' ability to write short stories by integrating visual and textual aspects simultaneously. Through this interactive media, it is hoped that students can more easily explore story ideas, develop plots, and adjust the right language style according to the narrative context. This research also carries the principle of constructivistic learning, where students become active subjects in building their knowledge through interesting, contextual, and collaborative learning experiences. The use of Canva Magic is expected to be an alternative media that is applicable and effective in learning Indonesian.

Thus, this research entitled "Development of Interactive Learning Media of the Canva Magic Application on the Writing Skills of Grade IX Students of SMP Negeri 2 Barombong" focuses on digital media innovations that are specifically designed to overcome the limitations of conventional learning media. The novelty of this research lies in the integration of visualization in the process of writing short stories, which has not been raised much in previous studies. This research not only contributes to the development of learning media, but also enriches theoretical and practical studies in language education, especially in improving short story writing skills at the junior secondary education level.

2. RESEARCH METHOD
a. Research Methods

This study uses a research and development (R&D) approach with a descriptive quantitative analysis method**.** The R&D approach was chosen because it is in accordance with the main goal of the research, which is to develop innovative new learning media to improve students' short story writing skills. According to Nana Sudjana (2007), research and development is a systematic process to design, produce, and improve certain products to make them suitable for use in the context of education. Gay (in Sugiyono, 2017) also stated that R&D is an effort to develop effective products for use in the world of education, without the main goal of testing certain scientific theories.

In this study, the researcher adopted the 4-D development model (Four-D Model) proposed by Thiagarajan, Semmel, and Semmel (1974). This model consists of four main stages, namely define**,** design**,** develop**,** and disseminate**.**This model is considered most suitable for the development of structured learning media and can be systematically tested for effectiveness in the classroom context.

b. Research Procedure
1. Define

This stage aims to identify needs and problems in learning to write short stories. Activities include curriculum analysis, student characteristics, teaching materials, and the formulation of learning objectives. The results of this stage are the basis for designing learning media that is in accordance with the conditions and needs of students.

2. Design

At this stage, the researchers began to design interactive learning media based on Canva Magic. The design includes the creation of learning scenarios, visual media design, material preparation, and evaluation instruments. Initial simulations were also carried out to ensure that the media was designed according to the characteristics of the students.

2. Develop

The development stage is carried out by producing learning media according to the initial design, then tested on a small scale (limited trial). Based on these results, the media was revised and then retested on a larger scale (field trial) to assess the effectiveness and suitability of the media as a whole.

3. Disseminate

The final stage is the deployment of the product that has been developed. In this study, dissemination was carried out in a limited way, namely by introducing Canva Magic learning media to teachers and students at SMP Negeri 2 Barombong as an initial implementation before the wider adoption scale.

c. Research Instruments

The instruments used in this study include several types, namely: learning outcome tests, student activity observation sheets, expert validation sheets, and teacher and student response questionnaires. The learning outcome test consists of a pretest and posttest which functions to measure the achievement of students before and after using interactive

learning media. Observation sheets are used to record student activities during the learning process with indicators that refer to the curriculum. Expert validation is carried out on the developed learning media, including the validation of the aspects, learning, and language (by media experts), as well as the material, linguistic, and presentation aspects (by material experts). The validation sheet is compiled on the Likert scale and comes with a column of suggestions for improvement from experts.

d. Data Collection Techniques

The data collection techniques in this study include interviews, learning outcome tests, observations, questionnaires, and documentation. Interviews were conducted in an unstructured manner at the stage of needs analysis and media trials, to dig deeper into the problems and direct evaluation of students. Learning outcome tests are carried out through pretest and posttest to determine the effectiveness of interactive media. Observation is carried out in a participatory manner during the learning process, so that researchers participate in activities and can observe directly. The questionnaire was used to measure the responses of teachers and students to the learning media. Meanwhile, documentation is used to complement contextual data such as school profiles and supporting facilities.

e. Data Analysis Techniques

The data was analyzed through four main aspects, namely: validity, practicality, effectiveness, and attractiveness of learning media. Validity is determined based on the results of the expert validation sheet with the analysis of the content validity coefficient (Content Validity Index / VI). The assessment scores from experts were analyzed quantitatively using the Likert scale, then converted into percentage form to determine the media eligibility category. The eligibility criteria are divided into four: very less feasible, less feasible, feasible, and very feasible. The practicality and attractiveness of the media were determined from the questionnaire responses of teachers and students, with scores interpreted as very practical, practical, less practical, and very less practical. All the data from the questionnaire results are then calculated on average and presented to determine the overall quality of the learning media yang dikembangkan.

3. RESULTS AND DISCUSSION

The results of the research were obtained based on the development and implementation of interactive learning media using the Canva Magic application in improving the short story writing skills of grade IX students of SMP Negeri 2 Barombong

A. Canva Magic Interactive Learning Media Prototype Development Results

The initial stage of this research focused on the development of a prototype of Canva Magic's interactive learning media that was systematically designed by adopting a 4D (Define, Design, Develop, Disseminate) development model. In the Define stage, a needs analysis was carried out on the actual conditions in the field, which indicated the low ability to write students' short stories and the limitations of the learning media used by the teacher.

Furthermore, at the Design stage, a media format was designed that integrates the content of the Indonesian curriculum, especially in narrative text writing skills. This media is built using the Canva platform with artificial intelligence-based Magic Write features , which

provide an alternative to storytelling and narrative development. In accordance with Mayer's (2020) theory of the Cognitive Theory of Multimedia Learning, this media design combines visual, verbal, and interactive elements to improve student understanding and engagement.

The structure of the Canva Magic prototype consists of five main menus: (1) Instructions for Use, (2) Media Characteristics, (3) Short Story Text Materials, (4) Educational Games, and (5) Developer Profiles. An excellent feature that distinguishes this medium from conventional media is the use of Magic Write, which serves as a scaffolding tool in the writing process, in line with the principles of constructivism (Vygotsky, 1978), where students build knowledge through active interaction with digital media.

B. Validity of Canva Magic Interactive Learning Media

Expert validation results show that Canva Magic media is in the category of being very valid. The assessment from the material expert obtained an average score of 3.85, while the validation from the media expert obtained a score of 3.78. The validity of the content is determined based on the suitability of the competency indicators of short story writing, namely narrative structure, creativity, and language style. While display validity includes navigational clarity, visual aesthetics, and content readability.

Table 4.2 Media Validation Results by Two Experts

No	Assessment Aspects	Validator I	Validator II	V	Category
1.	Image and text display balance	3	4	3,5	D
2.	Suitability of the selection of the backround with the characteristics of the students	3	4	3,5	D
3.	Compatibility of the proportions of backround colors, text and images	4	4	4	D
4.	Suitability of typeface selection	3	4	3,5	D
5.	Suitability of font size selection	3	4	3,5	D
6.	Suitability of letter color selection	4	4	4	D
7.	Image size suitability	3	4	3,5	D
8.	Image resolution	3	4	3,5	D
9.	Image and word placement appropriate	4	4	4	D
10.	The presentation of material in the media is clear and easy to understand	4	4	4	D
11.	There is an easy-to-understand media usage manual	4	4	4	D
12.	Easy to use media	4	4	4	D
13.	Media facilitates the learning process	4	4	4	D
14.	Media makes it clear and easy to convey messages	4	4	4	D
15.	Media arouses students' interest and motivation	4	4	4	D
16.	The media can provide clarity on the mater	4	4	4	D

17.	Using Language in Accordance with Good and Correct Indonesian Rules	3	4	3,5	D
18.	The communicative nature of the language used is in accordance with the rules of good and correct Indonesian language	4	4	4	D
19.	Use simple, easy-to-understand language	4	4	4	D

TOTAL CATEGORY D 19

The validation of Canva Magic learning media was conducted by two media expert validators with the aim of assessing the feasibility of using media in learning short story writing skills. The assessment was carried out on 19 statements covering four main aspects, namely the appearance of the media, the quality of the material, the ease of use, and the quality of the language, using a Likert scale of 1–4, where a score of 1 means "not feasible" and a score of 4 means "very feasible". The validation results generally showed an average score of between 3.5 and 4.0 for each indicator, with the highest aspects including the media's ability to clarify messages, facilitate the learning process, and use easy-to-understand language, all of which received a perfect score of 4 from both validators. The overall average of the 19 assessment items was in the D (Very Feasible) category, which confirms that Canva Magic has met the feasibility standards in terms of design and technical aspects of digital learning media. These findings reinforce that the media is not only visually appealing, but also communicative and easy to use by students, as well as effective in increasing interest in learning to write short stories. Some minor suggestions from validators have been the basis for product refinement before this medium is further tested in the practicality and effectiveness stage.

C. Practicality of Canva Magic Interactive Learning Media

This section presents the accumulation of data from three sources, namely the results of researcher observations, teacher response questionnaires, and student response questionnaires, to evaluate the level of practicality of using Canva magic interactive learning media in supporting short story writing learning in the first trial stage (small-scale). Evaluation was carried out to find out whether this media is easy to use, interesting, and able to facilitate writing activities effectively in the classroom.

Canva Magic Interactive Learning Media Practicality Data Table on Short Story Writing Skills

No	Assessment Instruments	Trial I (Small Scale)	Category
1	Learning Observation	0,75	Done
2	Teacher Questionnaire	0,60	Done
3	Student Questionnaire	0,83	Done
	Average Total Practicality (M)	0,73	Practical

Based on the table above, the researcher who acted as an observer recorded an implementation value of 0.75, indicating that most of the indicators of the use of Canva Magic media in learning have been implemented well. From the teacher's perspective, this media obtained an average practicality score of 0.60, which indicates that although the media is relatively practical, there are still some visual and technical aspects that need to be improved to increase the effectiveness of its use in the classroom. On the other hand, students responded very positively with an average score of 0.83, indicating that they felt that this medium was easy to use, interesting, and able to support the process of writing short stories in a fun way. With an average total practicality of 0.73, Canva

Magic's interactive learning media is included in the "Practical" category and is suitable for use in Indonesian learning, especially in short story writing materials. These findings reinforce that these media are not only valid in terms of content and display, but also easy to implement by teachers and well received by students in real learning situations.

The teacher stated that this medium has clear instructions for use, a logical flow, and good integration with the curriculum. Students responded positively to the interactive display and Magic Write feature, which was considered helpful in compiling short stories more easily and fun. These findings are supported by Van den Akker's (2020) theory and empirical findings by Fitriana & Nurlaelah (2022), which emphasize the importance of ease of use and the attractiveness of media in increasing learning motivation.

### D. The effectiveness of Canva Magic Interactive Learning Media

The effectiveness of the media was tested through a comparison of the results of the pretest and posttest of students' short story writing skills. There was an increase in scores of 16–20 points on the first try, and the posttest score reached 98 on the second try. These results show a significant improvement in students' abilities in terms of story structure, language use, and creativity.

a) Results of Student Short Story Writing Skills in Trial I (Small Scale)

The short story writing ability test was given to five students as the subject of the trial I. This test aims to measure the development of students' skills in composing short stories, especially from the aspects of story structure, creativity of ideas, diction selection, and logical and coherent flow. The following table 4.12 presents the results of the comparison of pre-test and post-test scores in small-scale trials:

Table of Results of the Student Short Story Writing Skill Test in Trial I (Small Scale)

No	Student Name	Rather a pre-test	Post-Test Scores	Information
1	OFF	55	75	Increase
2	ON	58	78	Increase
3	BC	60	80	Increase
4	HIS	62	82	Increase
5	RN	64	84	Increase

Pretest and Postest Curves in Trial I (Small Scale)
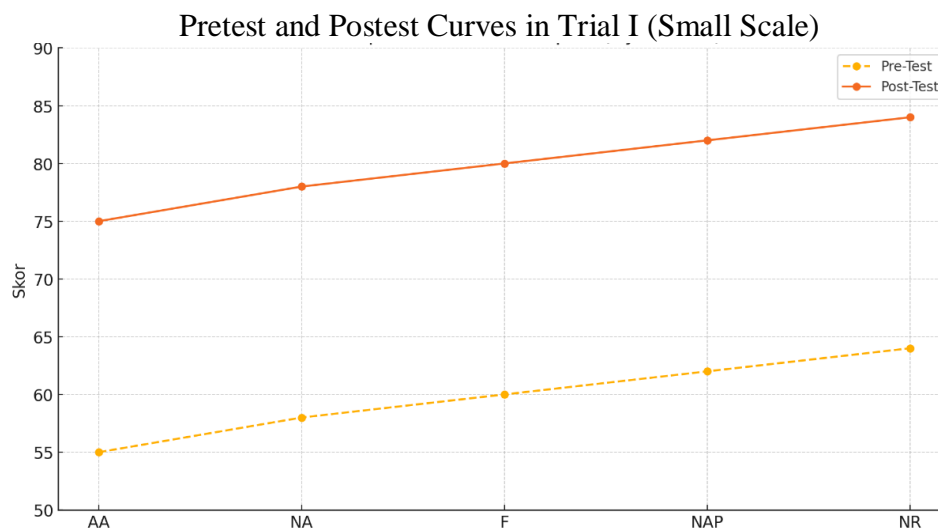
The image above presents a comparison curve of pre-test and post-test short story writing scores of grade IX students of SMP Negeri 2 Barombong in the first trial stage (small-scale), which illustrates an increase in learning outcomes after the use of Canva Magic's interactive learning media. The pre-test curve is displayed with dotted lines, showing students' initial scores in the range of 55 to 64, reflecting the weak short story writing skills, especially in the aspects of narrative structure and idea development. Meanwhile, the post-test curve drawn with a full line shows a spike in scores to the range of 75 to 84 after students took four meetings using Canva Magic. These improvements show that interactive media that combines visual elements, AI features like Magic Write, and educational games successfully facilitate more fun and meaningful learning. These findings reinforce the quantitative evidence that the use of adaptive technology-based media not only improves learning outcomes, but also motivates students to write more creatively and systematically.

b) **Results of Student Short Story Writing Skills in Trial II (Large Scale)**

Data on the effectiveness of Canva Magic's interactive learning media in Trial II was collected through a short story writing skills test given to students individually. This test is carried out in two stages: pre-test, which is before students take part in learning using Canva Magic media, and post-test, which is after students follow the entire learning series for five meeting sessions. The purpose of this test is to determine the improvement of students' ability to write short stories after using the learning medium.

Table of Short Story Writing Ability Test Results
Students on Trial II (Large-Scale)

No	Student Name	Rather a pre-test	Post-Test Scores	Information
1	MS	64	80	Increase
2	MI	64	84	Increase
3	MF	68	92	Increase
4	A.M. YS	68	96	Increase
5	IU	68	84	Increase
6	AAFH	68	92	Increase
7	HS	76	88	Increase
8	MHA	72	98	Increase
9	AP	68	92	Increase
10	SDN	68	92	Increase
11	SFAS	72	92	Increase
12	BUT	72	92	Increase
13	SNL	76	96	Increase
14	BUT	80	96	Increase
15	AG	76	96	Increase
16	TO	72	92	Increase

17	BUT	68	96	Increase
18	RR	76	96	Increase
19	AS	76	92	Increase
20	AN	72	92	Increase

Trial II Prestest and Postest Curves (Large Scale
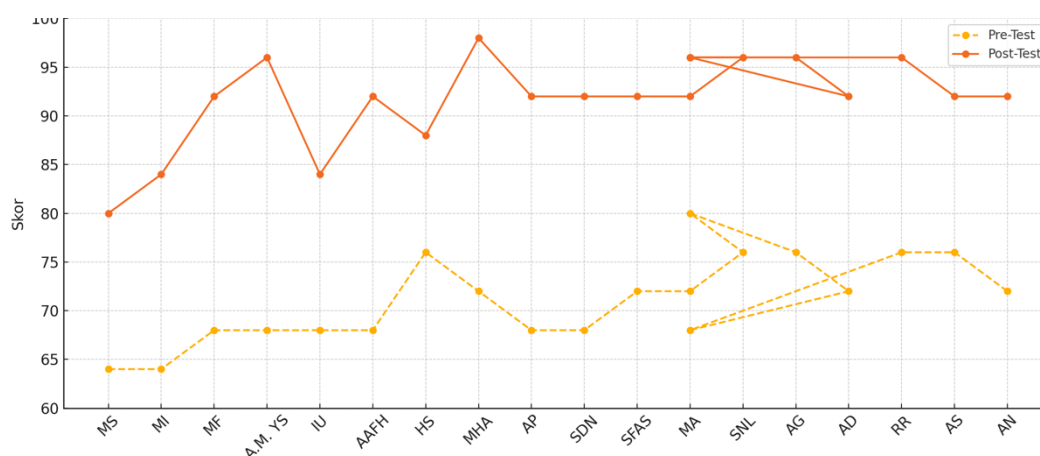
The graph above shows a comparison of the Pre-Test and Post-Test scores of the ability to write short stories for grade IX students of SMP Negeri 2 Barombong in the second trial with the number of participants of 20 students who participated in learning using Canva Magic interactive media for four meetings. The dotted line representing the Pre-Test score indicates that the student's initial ability is in the range of 64 to 80, which reflects the short story writing skills that still need improvement, especially in aspects of story structure, creativity, and language use. After learning, the full line as a representation of the Post-Test shows a significant increase with scores in the range of 80 to 98, where almost all students experience an increase of more than 10 points. These results indicate that Canva Magic's media, with its combination of visual elements, narrative templates, and ease of design, can significantly improve students' creativity, regularity, and confidence. This consistent improvement not only corroborates the findings of previous small-scale trials, but also proves that this learning medium is effective and feasible to be widely implemented in Indonesian learning at the junior high school level.

Discussion

The discussion of the results of this research is focused on the development process, validity, practicality, and effectiveness of Canva Magic's interactive learning media in improving the short story writing skills of grade IX students of SMP Negeri 2 Barombong. Media development follows the 4D (Define, Design, Develop, Disseminate) model of Thiagarajan, Semmel, and Semmel (1974), with analysis linking relevant field findings and theories to ensure these media are valid, practical, and effective. The goal is to answer the problem formulation while affirming Canva Magic's contribution in helping students write short stories in a creative and structured way.

The initial stage of development began with the creation of a prototype based on the analysis of the needs of students and teachers and the suitability of the material with the Indonesian Curriculum. The prototype was designed using the Canva platform with interactive features such as AI-based Magic Write that helps students in the creative writing process, from generating ideas to structuring story outlines. This media is also equipped with a menu of instructions for use, short story text materials, video tutorials, educational games, and developer profiles, which support engaging and easily accessible learning independently.

Validation results from media and material experts showed an average score of 3.78–3.85 in the "Highly Valid" category, which confirms the feasibility of the content, design, and ease of use of the media. This validation is in line with Nieveen's theory (1999) and previous research which states the importance of learning media that is communicative, interesting, and in accordance with the needs of students. The practicality of the media also increased from a score of 0.73 in a small-scale trial to 0.97 in a large-scale trial, with teachers and students stating that Canva Magic is easy to use, motivating, and effective in supporting the short story writing process.

The effectiveness of the media was evidenced by a significant increase in pre-test and post-test scores in both stages of the trial, which achieved an average increase of 16–20 points and a maximum score of up to 98. The AI Magic Write feature provides scaffolding support and exploration of ideas visually and narratively, in line with Vygotsky's (1978) theory of sociocultural learning. This study shows innovations in the use of AI technology in writing learning, in contrast to previous studies that only used static visual media, so that Canva Magic not only improves learning outcomes but also builds students' independence and creativity in writing short stories in the era of 21st century education.

4.CONCLUSION

Referring to the findings of the research and discussion on the development of Canva Magic interactive learning media to improve the short story writing skills of grade IX students of SMP Negeri 2 Barombong, the researcher drew the following conclusions:

1. Canva Magic's interactive learning media prototype was systematically designed using a 4D (Define, Design, Develop, Disseminate) model by integrating artificial intelligence (AI) through the Magic Write feature to support learning to write short stories in a creative, structured, and interactive way. The prototype contains a variety of key features such as instructions for use, short story text materials, video tutorials, educational games, and multimedia integration, which not only serve as a visual aid, but also as a constructive means for students to explore ideas and develop narratives. The responsive, visually appealing, and student-centered media design and curriculum prove that Canva Magic is a valid, feasible, and relevant learning medium to improve the writing skills of junior high school students in a comprehensive and contextual manner.

2. The results of Canva Magic's interactive learning media validation test were declared to be very valid by media expert validators and material experts. The material aspect is assessed according to the indicators of short story writing skills, while the media aspect includes visual appearance, navigation, and communicative language. This validation shows that Canva Magic meets the pedagogical and technical criteria as a viable learning medium in the context of grade IX of junior high school.

3. The practicality of Canva Magic 's media is proven through limited and extensive trials. The results of the practicality test showed an increase from 0.73 (practical) in the first trial to 0.97 (very practical) in the second trial. Teachers and students stated that this medium is easy to use, has clear instructions, and increases students' active participation in the learning process. Canva Magic can be used independently or collaboratively by students during the short story writing activity.

4. The effectiveness of Canva Magic media in improving short story writing skills is shown by a significant increase in student learning outcome scores. In small-scale trials, scores increased

from 64–80 to 80–90, and in large-scale trials, students' post-test scores reached 80–98. These improvements include improvements in story structure, diction selection, character development, and the logical flow of short stories. As such, Canva Magic has proven to be effective as a learning medium that supports the development of students' narrative writing skills in a creative, systematic, and meaningful way.

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