

Learning Biography Text Writing Skills Using Canva Media for Class X TKR A Students of SMK Negeri 1 Gantiwarno (Case Study)

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KEYWORDS	ABSTRACT
Biographical Text Writing, Canva Media, Qualitative Research, Student Engagement, Technology in Education	This study explores the use of Canva as a learning medium to enhance biographical text writing skills among Class X TKR A students at SMK Negeri 1 Gantiwarno. The research addresses the low proficiency in biographical writing due to structural misunderstandings, lack of practice, and limited student motivation. Utilizing a qualitative descriptive method, data were collected through observations, interviews, and document analysis during March–May 2024. Findings reveal that while Canva’s visual appeal increased student engagement, technical issues such as internet connectivity and suboptimal teacher media usage hindered the learning process. The study highlights the importance of integrating technology in education but underscores the need for better teacher training and diversified learning resources.

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INTRODUCTION

Indonesian Language and Literature learning in vocational schools plays a vital role in nurturing students’ critical thinking and self-expression—key competencies in a rapidly changing world—by engaging them in meaningful contexts and encouraging interpretive and creative responses (Yasdin et al., 2021; Noviadi et al., 2023). Learning, which is foundational to human existence, is understood as an active process of acquiring knowledge, skills, attitudes, and deeper insight (Lövdén et al., 2020), and is framed through constructivist and sociocultural theories that emphasize learning through socially mediated experiences within one’s Zone of Proximal Development (Vygotsky, 2025; McLeod, 2025). Moreover, vocational education strives to enhance competencies by engaging learners in authentic tasks that integrate knowledge, practice, and cultural relevance—a synthesis crucial for competency development (Bockarie, 2002). Kolb’s experiential learning model further reinforces that learning flourishes through cycles of active engagement, reflective observation, and application, which align well with literature-based instruction (Kolb, 2012). In sum, Language and Literature education in vocational schools not only improves linguistic competence but also builds critical thinking, adaptability, and expressive confidence essential for students’ holistic development in contemporary society.

Indonesian language learning at the Vocational High School level is an important aspect in shaping students' intelligence, sensitivity, and skills (Hoerudin, 2022). One form of expressive skills that students need to have is writing skills. Writing is a process carried out by a person to pour ideas or information onto a certain medium after obtaining information from reading, listening, or speaking. This activity is just as important as the aspects of reading, listening, and speaking. Writing is very important for everyone, especially for students, because through writing activities a person can convey a message to others in written form. By writing, we can convey knowledge, experiences, and even inspiration.

In learning *Indonesian*, one of the important skills for students to master is writing biographical texts. Biographical texts are a form of creativity that can develop various skills in students. The skill of writing a biographical text requires not only an understanding of the structure of a biography but also creativity in conveying ideas through words. *Biography Text* writing skills are important for students because they are not only limited to the development of language skills but also to the ability to process words and compile the results of interviews into a complete biographical text with its proper structure.

The problem found in this study is the low skill in writing biographical texts among grade X *TKR A* students at *SMK Negeri 1 Gantiwarno*. This is due to a lack of understanding of the structure of biographical texts, a lack of writing practice, and difficulties in organizing ideas. Students lack a good understanding of biographical structure material. When assigned to write a biography text, many make structural errors—some descriptions are inverted or incomplete. Students also have difficulty writing biographical texts because they rarely practice writing. They are also constrained in organizing ideas and, when looking for a theme to write about, cannot quickly decide on a writing idea.

Students lack interest and motivation to write biographical texts due to the perception that writing biographical texts is irrelevant or uninteresting to them. So far, what they often write are fictional stories that can be created with imagination alone. With this biography material, many are not interested because they have to find data through interviews or extensive reading. Lack of motivation from peers, teachers, and family also makes students reluctant to study.

Another issue is the lack of attractiveness of the learning media used in the learning process. So far, students are less interested because learning is still monotonous. Therefore, a learning approach is needed that combines technological sophistication with the need to develop *Biography Text* writing skills.

The use of advanced technology in learning has become a major trend in education. *Canva*, as an online graphic design platform, offers the ease of creating engaging visual content for learning. By combining *Canva* with *Biography Text* writing skills, it is hoped that an effective and engaging learning experience will be provided to students.

In today's digital era, information and communication technology greatly facilitates the learning process. One popular and easy-to-use platform is *Canva*, an online graphic design tool. *Canva* offers various features that help create attractive and creative visual designs. Using *Canva*

as a medium can be an innovative solution to carry out learning of *Biography Text* writing skills in grade X TKR A at SMK Negeri 1 Gantiwarno.

The reason for choosing *Canva* as a learning medium is its ease of use, attractive visual appearance, and flexibility in expressing ideas. By utilizing *Canva*, it is hoped that students can more easily express and visualize their creative ideas in writing interesting *Biographical Texts*.

Learning the skills of writing *Biography Texts* with *Canva* media in grade X TKR A at SMK Negeri 1 Gantiwarno is expected to positively impact the development of students' literary literacy and critical thinking skills. The implementation of this media is also expected to create a more interesting, interactive, and motivating learning atmosphere that encourages students to be more active in the learning process.

This study has the following objectives: to find out the learning process of biographical texts in grade X TKR A at SMK Negeri 1 Gantiwarno; to identify the causes of learning difficulties in biographical texts in grade X TKR A at SMK Negeri 1 Gantiwarno as observed by the researcher. There are several benefits to be gained from this research. The benefits can be formulated as follows: the results of this research can provide valuable insights and experience for researchers. In addition, researchers can foster analytical and scientific thinking patterns. Researchers, as *Indonesian* teachers, become more aware of the problems that occur in learning and can elaborate on more effective learning methods and media. This research provides an overview of future learning so that it no longer seems monotonous. It can help teachers be more creative in classroom learning. Teachers can evaluate the results of the application of *Canva*-based learning media and monitor the development of students' abilities in writing biographical texts.

RESEARCH METHOD

This study used a qualitative methodology. Qualitative research approaches have been widely employed in various fields, especially in social sciences, psychology, communication, and education (Sutopo, 2006). In applied research, qualitative methods are favored because they provide detailed and in-depth descriptive narratives. Data were collected through written tests, observations, and interviews. The research participants included a sample of Class X TKR A students and an Indonesian language teacher, Puji Lastari, S.Pd. The researcher observed teacher and student activities during learning sessions using *Canva* and conducted interviews to gain a deeper understanding of their experiences with the platform. The study took place at SMK Negeri 1 Gantiwarno, Klaten, during the even semester of the 2023/2024 academic year, from March to May 2024.

RESULTS AND DISCUSSION

Data Findings

In this chapter, the researcher presents information to answer the problem that has been formulated in the problem formulation. The formulation of the problem that has been mentioned is: (1) How is the learning of biographical text writing skills with *Canva* media in grade X TKR A

SMK Negeri 1 Gantiwarno? And (2) why did the learning of biographical text writing skills with Canva media in grade X TKR A SMK Negeri 1 Gantiwarno take as when the researcher conducted the research?

This study has the main data, namely the textualization of observation results centered on the learning process called durable texts. Based on durative text, the data is segmented into durative segments that are specially marked. After that, the data that is marked with a special mark is matized so that the interaction network footprint is visible, then proposed into a data identity statement.

How to Get PID and Its Exposure

PID stands for Data Identity Statement. The researcher took data through video recordings of the learning. The footage is textualized into multiple columns. Multicolumn consists of interaction network sites (tajeri) where each of the tajeri contains one theme and consists of four durable segments. From one theme the tajeri can be arranged into PID.

In tajeri there are teacher activities, actions, what teachers and students say. Tajeri consists of four durative segments, namely the nonverbal teacher (GNV), verbal teacher (GV), verbal student (SV), and nonverbal student (SNV) segment. The Data Identity Statement is prepared based on the researcher's sentence which refers to the findings of observations.

Relevant data is obtained by:

- a. Observe the learning process carried out by Indonesian language teachers in class X TKR A SMK Negeri 1 Gantiwarno to obtain accurate data.
- b. The data obtained is in the form of recordings, which are then textualized to become a description of the learning results.
- c. The researcher selected data that included transcripts of teacher and student speech in the learning process.
- d. The results of textualization were reduced and the main data was obtained that could be used as the main or supporting data in the discussion of this research.

PID consists of a single theme. The results of the recording in this study were textualized consisting of 29 themes. Therefore, PID also consists of 29 PIDs. After reducing the relevance of learning to write biographical texts with canva media, 21 Main Data Units (UDAUT) were obtained that would be analyzed.

Relevant Key Data Units

The 29 PIDs produced, the researcher identified 21 UDAUT that are relevant to learning to write biographical texts with Canva media, including:

UDAUT 1 – Teacher holds a laptop, opens the canva material, explains the learning objectives and asks questions to the students. Students answer, looking at the teacher and the view of canva.

UDAUT 2 – Teachers operate laptops, ask students to do assessment questions, send questions via whatsapp. Students work on the questions with their respective cellphones.

UDAUT 3 – The teacher did ice breaking to invite students to neutralize their feelings. Students answer the teacher and follow the teacher's instructions.

UDAUT 4 – The teacher experienced a signal problem, sending a link to the material to the student. There were several students chatting by themselves, then all students opened their own cellphones.

UDAUT 5 – The teacher explains the material on the definition of biography. Students answered, looking ahead, looking at the board and then looking at their respective cellphones and so on until UDAUT 21 which covers the entire learning process from opening to closing.

Discussion

The following is a discussion of each relevant Main Data Unit:

1. Analysis of Teacher Involvement in Learning

a. Media Preparation and Management Aspects

Based on UDAUT 1, teachers show active involvement in delivering the initial material and informing the learning objectives. According to Gagne's theory of learning (Dimiyati, 1999:10), learning is a complex activity and after learning, people have skills, knowledge, attitudes and values. The teaching and learning process is in accordance with the Learning Objectives Flow. Teachers have implemented the initial learning steps of activities according to the teaching module such as prayer, attendance and conveying learning objectives.

However, from UDAUT 4, teachers experience technical problems related to signals when operating the laptop and opening the Canva display on the LCD. The teacher tried to overcome the problem by sending the material link to the students, but this caused some students to chat by themselves because they waited too long.

b. Aspects of Material Delivery

From UDAUT 5 to UDAUT 8, teachers use a multimodal approach in learning by utilizing laptops, cellphones, and LCDs to support learning. The teacher explained the material on the definition of biography, biographical characteristics, biographical structure, and biographical linguistic rules while occasionally asking questions to students.

According to Aminuddin (2014), a learning approach that involves interaction between teachers and students is very important. The use of digital media that presents biographical text materials visually and verbally can facilitate students' active participation. However, based on observations, teachers provide material with the lecture method too quickly and in certain parts students are only told to read on their own.

c. Aspects of Guidance and Evaluation

From UDAUT 9 to UDAUT 18, teachers actively guide students in doing assignments and making presentations. The teacher assigns students the task of creating biographical text using Canva, then asks them to present their work. Each student is given the opportunity to come forward and present in front of the class.

According to Sanjaya (2011), teachers who take an active role in the learning process show skills in managing the classroom and building effective interactions with students. The teacher

succeeded in creating an atmosphere that allowed students to appear confident through presentation activities.

2. Analysis of Student Involvement in Learning

a. Cognitive Engagement

Based on UDAUT 2, all students responded to the teacher's instructions to work on formative assessment questions using Microsoft forms through their respective cellphones. According to Sugiyanto (2010), the use of information technology in learning can increase student motivation, independence, and effectiveness. Even though the geographical background of students is in the village, they can learn with enthusiasm and order because they are used to using technology.

From UDAUT 6 and UDAUT 7, some students answer the teacher's questions while reading the Canva display on the LCD. Students demonstrate an understanding of the material's characteristics and biographical structure, although some students still rely on the display on the LCD as a reference when answering.

b. Emotional Involvement

Based on UDAUT 12 to UDAUT 18, students show positive emotional involvement when making presentations. Each student who comes forward gives a greeting before starting the presentation, demonstrating a confident attitude and good communication etiquette. Other students responded positively by answering greetings and clapping their hands, creating a conducive learning atmosphere.

According to Abdurrahman Shaleh (2005), effective learning must build a positive relationship between teachers and students. A conducive, appreciative classroom atmosphere and attention to students' feelings are key to increasing learning engagement and motivation.

c. Behavioral Engagement

From UDAUT 10, students are working on assignments using Canva with enthusiasm. Although there are a few students who chat occasionally, most of the students focus on working on assignments. According to Sugandi (2018), learning engagement includes cognitive engagement, affective engagement, and behavioral engagement.

3. Analysis of Learning Media Utilization

a. Media Canva

Based on all UDAUT, Canva is used as the main medium in learning. According to Wulandari & Mudinillah (2022:110), Canva is one of the most popular applications among teachers for creating learning media because it has an interesting variant of graphic design templates.

From observations, teachers use Canva to present material on the definition, characteristics, structure, and rules of biographical language. Students are also asked to create biographical text using Canva for assignments and presentations. According to Zumrotul Fauziyah (2022), the use of Canva interactive learning media in learning makes students more focused on the material presented and increases students' enthusiasm and motivation.

b. LCD Media and Laptop

LCD functions as an intermediary between laptop devices and students, supporting presentation activities to be more communicative and effective. The use of laptops allows teachers to easily access and display materials. However, there are technical obstacles in the form of signal problems that interfere with smooth learning.

c. Mobile Media and WhatsApp

The cellphone is used by students to access material links, do assessments through Microsoft forms, and listen to learning videos. WhatsApp acts as a supporting medium for sending material links and collecting assignments. According to Suharsono (2020), the integration of technology in the learning process can increase the effectiveness and efficiency of education.

4. Analysis of Learning Materials

a. Biography Text Material

Learning includes complete material on biographical texts, including:

- 1) Definition of biography
- 2) Biographical characteristics (factual, objective, contain important events, use narrative style, contain value and inspiration)
- 3) Biographical structure (consists of three parts)
- 4) Rules of biography language
- 5) Steps to write a biography text

Based on observations, the material presented is sourced from Canva that has been prepared by the teacher, without looking for other reading sources so that the knowledge gained by students is only limited to material from the teacher.

5. Analysis of Learning Methods

Teachers use lectures, questions and answers, and assignment methods in accordance with the teaching module. However, the teacher provided the material with the lecture method too quickly and in certain parts the students were only told to read on their own. According to Hanafiah (2010:25), learning will be more active, creative, effective and fun if teachers can intelligently use perception.

6. Learning Evaluation Analysis

a. Formative and Summative Assessment

Based on UDAUT 2, UDAUT 19, and UDAUT 20, teachers carry out formative assessments at the beginning of learning, summative assessments at the end of learning, and learning reflections using Microsoft forms. According to Wildan (2022), assessment is a series of activities to obtain, analyze, and interpret data about students' learning processes and outcomes.

b. Student Presentation

From UDAUT 12 to UDAUT 18, each student is given the opportunity to present a biographical text work that has been created using Canva. These presentation activities increase students' confidence and provide public speaking experience.

7. Finding Problems in Learning

Based on the analysis of all UDAUT, several problems were found:

- 1) Technical Constraints: Internet signal issues interfere with smooth learning and cause students to chat by themselves while waiting.
- 2) Limited Learning Resources: Materials are sourced only from Canva prepared by the teacher, with no other supporting books.
- 3) Media Mastery: Teachers are not optimal in using learning media, it can be seen that opening the material takes a long time.
- 4) Delivery Method: The teacher delivers the material with lectures too quickly and sometimes only tells the students to read on their own.
- 5) Feedback: The results of the assessment are not communicated to students for further learning improvement.

8. The Positive Impact of Using Canva Media

Despite some problems, Canva's use of media has had a positive impact:

- 1) Increase Motivation: Students are more enthusiastic about participating in learning with attractive visual displays.
- 2) Develop Creativity: Students can express creative ideas in creating biographical texts.
- 3) Practicing Digital Skills: Students are accustomed to using technology in learning.
- 4) Facilitate Presentations: Canva Media helps students present their work more attractively.

C. Synthesis of Discussion

The learning of biographical text writing skills with Canva media in grade X TKR A SMK Negeri 1 Gantiwarno students has been carried out in accordance with the proper learning stages. Teachers have taken advantage of modern technology in the form of Canva, LCD, laptops, cellphones, and WhatsApp to support the learning process.

Students showed a positive response to Canva's media use, as evidenced by their enthusiasm for working on assignments and making presentations. Student involvement in cognitive, emotional, and behavioral aspects is quite good, although it still needs to be improved in some respects.

However, there are still several areas that need improvement, especially in terms of mastery of technology by teachers, diversification of learning resources, and management of learning time. Technical obstacles such as signal problems also need to be anticipated by providing alternative solutions.

In general, the use of Canva media has proven to be effective in increasing student engagement and facilitating the learning of biographical writing skills, but its implementation still needs to be optimized to achieve maximum learning outcomes.

CONCLUSION

This study demonstrates that using Canva as a learning medium for biographical text writing among Class X TKR A students at SMK Negeri 1 Gantiwarno effectively enhanced student engagement and creativity through its visual and interactive features, making learning more accessible and appealing. However, technical challenges like internet connectivity issues and less effective teacher utilization of the platform limited its overall effectiveness. Despite these obstacles, the findings highlight the potential of digital tools such as Canva to transform traditional learning methods by fostering writing skills and motivating students. Future research should address these challenges by developing strategies to improve teachers' technological proficiency and ensuring reliable technical infrastructure. Comparative studies examining Canva alongside other digital tools, as well as longitudinal research to evaluate the sustained effects on students' writing abilities and academic performance, are also recommended to optimize the use of digital media for educational outcomes.

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