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Effectiveness of Interactive Learning Media Based on Canva Application on Poster Writing Abilities of Grade VI Students

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ABSTRACT

This study aimed to determine the effectiveness of interactive learning media based on the Canva application on the poster-writing abilities of grade VI students of STATE ELEMENTARY SCHOOL 060875 Medan in the 2025-2026 ACADEMIC YEAR. This study used a quantitative method with an experimental approach, specifically a pree experimental design with a one group pretest-posttest design. The research sample consisted of 57 students in grades VI A and VI B of UPT SD Negeri 060875 Medan, selected using the Purposive Sampling technique. Data were collected through observation sheets for student and teacher activities and test sheets (pre-test and post-test) to measure poster writing skills and documentation. Data were analyzed using descriptive and inferential statistics. The results of the descriptive statistical analysis showed that the average pre-test score of students' poster writing skills was 43.44, with 100% of students (57 people) not completing KKM based on the 70. After receiving treatment using Canva media, the average post-test score increased significantly to 78.58, with 96.5% of that students (55 people) achieving completion. The average increase in scores from pre to post test was 35.14%. The results of the normality test showed that the post-test data were not normally distributed, and the homogeneity test showed that the data were not homogeneous. Nevertheless, the hypothesis test using the Paired Samples t-test (noting that a non-parametric test such as the Wilcoxon Signed-Rank Test would be more appropriate given the violation of the assumptions) yielded a significant value (Sig. 2-tailed) of 0.000, respectively. Because the significance value of 0.000 < 0.05, the Null Hypothesis (H0) is rejected, and the Alternative Hypothesis (H1) is accepted. Based on the results of this study, it was concluded that the use of interactive learning media based on the Canva application is very effective in improving poster writing skills in sixth-grade students at UPT SD Negeri 060875 Medan. Canva media has been proven to improve cognitive learning outcomes and student activities during learning.

Keywords: Effectiveness, Interactive Learning Media, Canva Application, Poster Writing Skills

I. INTRODUCTION

Education in Indonesia has undergone significant transformations in response to evolving global demands, rapid technological advancements, and shifting educational priorities. Contemporary educational institutions are expected to transcend traditional knowledge transmission to cultivate comprehensive competencies that encompass cognitive abilities, creative thinking, collaboration skills, and lifelong learning dispositions. Within this context, the strategic use of technology-enhanced learning media, particularly applications facilitating visual literacy and creative expression, has become increasingly central to pedagogical discourse and practice (Che et al., 2026).

The Indonesian National Curriculum, informed by regulations including the Ministry of Education Regulation No. 22 (2006), emphasizes the development of four fundamental language skills: listening, speaking, reading, and writing. These competencies constitute the foundation for effective communication and knowledge construction across all the academic domains. Among these skills, writing proficiency holds particular significance, as it requires students to organize thoughts coherently, employ appropriate linguistic conventions, and adapt communication to contextual requirements (Kadar et al., 2023). Within the writing domain, poster composition represents a particularly valuable learning activity as it demands the integration of linguistic competency with visual design literacy, message hierarchy, persuasive communication, and audience awareness (Gulua, 2025).

However, in practice, many Indonesian elementary schools continue to employ traditional instructional approaches when teaching poster writing. Observations conducted at UPT SD Negeri 060875 Medan during the 2025-2026 academic year revealed that sixth-grade Indonesian language instruction relied predominantly

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on conventional pedagogical methods, including teacher-centered explanations and printed textbooks (Kurniawan, 2025). However this approach has several negative consequences. The students exhibited limited engagement and motivation during their learning activities. Teachers provide minimal guidance on strategic design principles or visual communication techniques (Lazkani, 2026). Students struggled to translate imaginative ideas into coherent visual-textual compositions. The learning environment, characterized by that passive reception of information rather than active knowledge construction, failed to capitalize on students' developmental readiness to engage with digital tools and creative expression (Dr. M. Nagavalli et al., 2025).

Assessment practices further exemplify the limitations of the traditional approaches. When presented with text-based assignments lacking visual scaffolding or engagement, students approached tasks perfunctorily, prioritizing task completion over quality production. The resulting posters were frequently characterized by poor organization, ineffective messaging, weak visual hierarchy, and insufficient integration of design principles. These observations suggest that conventional instruction, while necessary, is insufficient to develop complex competencies after writing demands (Vlasenko, 2025).

The Indonesian government has prioritized information and communication technology (ICT) integration throughout the educational sector. The 2025-2026 curriculum allocates increased instructional time and resources to technology-based learning. This policy shift reflects the recognition that digital literacy and technology-enhanced learning are essential competencies for contemporary students. However, effective ICT integration requires careful pedagogical design and appropriate tool selection to ensure that technology serves clearly defined learning objectives rather than functioning as an end in itself (Sitti Nurwalyah et al., 2025).

The Canva application has emerged as a potentially transformative tool for addressing identified instructional challenges. Canva is an accessible, web-based design platform that offers features that are particularly suited to educational contexts. The platform provides pre designed templates that eliminate technical barriers to design. Extensive customization options (fonts, colors, layouts, and graphics) enable creative expression without requiring advanced technical skills. Multi-platform accessibility allows learning to occur across diverse devices and settings. The intuitive interface reduced the cognitive load associated with tool mastery, permitting students to focus on content development and creative ideation. These characteristics align well with constructivist pedagogical principles, emphasizing active student engagement and authentic learning experiences (Kovtaniuk et al., 2025).

Preliminary evidence from related research suggests substantial promise for canva-based instruction. Hapsari and Zulherman (2021) documented the effectiveness of canva-based animation media for enhancing science learning motivation and achievement (Hapsari & Zulherman, 2021). Rahmayanti and Putrajaya (2020) demonstrated Canva's superiority over PowerPoint in generating improved learning outcomes (Rahmayanti & Jaya, 2020). Rahmatullah et al. (2020) confirmed effectiveness across both face-to-face and online learning modalities (Sumartiwi & Ujianti, 2022). However, no published studies have specifically investigated Canva's effectiveness in developing post writing abilities in Indonesian elementary language instruction. This gap provides the rationale for the present investigation.

The theoretical framework for this study synthesizes the social learning theory and constructivism. The social learning theory (Bandura) posits that individuals learn through observation, imitation, and reciprocal interactions with environmental stimuli. Within Canva-mediated instruction, students observe teacher demonstrations, collaborate with peers, receive feedback, and iteratively refine their work processes consistent with social learning principles. Constructivism emphasizes that learners actively construct knowledge through experience and interaction rather than passively receiving information. Canva's interactive features (drag-and-drop functionality, real-time preview of design changes, and collaborative possibilities) create conditions conducive to knowledge construction regarding visual communication, design principles, and written expression (Amsari et al., 2024).

This specific research problem addressed the relationship between canva-based instruction and poster-writing ability development. The research questions were as follows: (1) What is the level of poster-writing ability of sixth-grade students prior to Canva-based instruction? (2) What is the level of poster writing ability following canva-based instruction? (3) Is Canva-based interactive learning media effective in enhancing post-writing abilities? These questions operationalized the overarching hypothesis that canva-mediated instruction produces statistically significant improvements in student poster-writing outcomes.

This study's significance is both theoretical and practical. Theoretically, it extends the empirical literature on media effectiveness in Indonesian language instruction and contributes to understanding how digital tools facilitate complex skill development in elementary educational contexts. Practically, these findings provide educators with evidence-based guidance for technology selection and implementation in poster-writing instruction. Positive results can inform professional development initiatives, curriculum design, and resource

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allocation decisions. For researchers, this study provides methodological and conceptual foundations for further investigations into digital media effectiveness across linguistic competencies and educational levels.

II. METHODS

A. *Research Design and Approach*

This studyemployed a quantitative methodology utilizing an experimental research approach, specifically a pre-experimental design with a one-group pretest-posttest configuration. This design was selected because it permits the examination of changes in a single group across two temporal points (before and after intervention), enabling the assessment of intervention effects within naturalistic educational settings where random assignment and control groups are often impractical.

The one-group pretest-posttest design involved three sequential phases: (1) administration of a pre-test measuring baseline poster-writing ability, (2) implementation of a treatment involving Canva-based instruction, and (3) administration of a post-test measuring post-intervention ability. A comparison of pre-test and post-test scores indicates the magnitude of the change attributable to the intervention. While this design lacks internal validity controls of true experimental designs (random assignment, control groups), it provides adequate evidence of intervention effects and is frequently employed in educational research, where practical constraints preclude more rigorous designs.

B. *Population and Sample*

The target population consisted of all students enrolled in Grade VI at UPT SD Negeri 060875 Medan during the 2025-2026 academic year. The school is located in the Medan Perjuangan district of Medan, North Sumatra, Indonesia (NPSN10220790). The specific sample comprised 57 students from two grade VI classrooms: Class VI-A (n = 29; 20 males, 9 females) and Class VI-B (n = 28; 16 males, 12 females). Sample selection employed a purposive sampling methodology, a non-random technique based on specified criteria relevant to the research objectives. The inclusion criteria were as follows: (1) preliminary observations indicating below-average performance in writing skills; (2) teacher and administrative willingness to participate in research activities; and (3) classroom conditions supporting Canva application implementation and intensive observation. Purposive sampling was appropriate, given the research objectives and the need for classroom-based data collection within existing institutional structures.

C. *Variables and Operational Definitions*

The independent variable was the implementation of interactive learning media based on the Canva application. Operationally, this variable referred to a teaching intervention lasting two classroom sessions (approximately 4-5 hours total) in which students engaged with Canva's design features (templates, text formatting options, image incorporation, color manipulation, and layout adjustment) to create poster compositions. The dependent variable was student poster-writing ability, defined as competence in creating effective posters by combining clear messaging, appropriate language use, creative design, and integrated visual-textual elements. Measurement occurred through rubric-based evaluation of pre-test and post-test poster compositions across four dimensions: (1) message appropriateness and clarity, (2) language use effectiveness, (3) design creativity, and (4) integration of visual and textual elements.

D. *Instruments and Data Collection*

Three primary data collection instruments were employed:

Observation Sheets. Structured observation sheets documented student engagement and teacher facilitation during instruction. Student observation indicators included classroom attendance, attention to instruction, note-taking behavior, question-asking frequency, task engagement, creative demonstration, and participation in peer discussion. The teacher observation indicators included opening engagement strategies, learning objective articulation, Canva feature explanation, student guidance provision, feedback delivery, task assignment, evaluation practices, and lesson closure/reflection. Observers recorded the frequencies and descriptive field notes for qualitative elaboration.

Pretest and post-test assessments. Assessments consisted of 10-item instruments that required students to compose a poster that addressed a specified topic. The items assessed comprehension of poster conventions (elements, purposes, and types) and practical composition ability. Pretest administration preceded the treatment intervention to establish baseline performance. The post-test administration followed the complete treatment sequence to measure learning gains. Rubric-based scoring evaluates each poster across four dimensions using a 100-point scale. The validity was established through expert reviews by Indonesian

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language education specialists and educational measurement professionals. The Cronbach's alpha coefficients calculated from pilot testing with 30 students indicated acceptable internal consistency ($\alpha > 0.70$).

Documentation. Photographs and video recordings captured classroom interactions, student work samples, and the learning environment conditions. Student work portfolios included pre-test drafts, in-process sketches, and final post-test compositions. Administrative documents included enrollment rosters, curriculum materials, and achievement records.

E. *Data Collection Procedures*

Following formal authorization from school administration, data collection proceeded through three phases:

Preparation Phase. Researchers consulted classroom teachers regarding student characteristics, curriculum requirements, and scheduling constraints. Indonesian language curriculum standards and instructional objectives were reviewed to ensure treatment alignment. A comprehensive instructional plan and materials package was prepared, including Canva usage tutorials, exemplar posters, rubric evaluation criteria, and detailed lesson procedures.

Implementation Phase. Pre-test administration occurred during the initial classroom session. The students received a poster composition assignment with clear specifications regarding topic and communicative purposes. This establishes the baseline competency level. Subsequently, the teacher introduced the Canva application, demonstrating core features including template selection, text addition and formatting, image incorporation, color selection, and layout manipulation. Students received guided practice with simple compositions before progressing to independent poster creation to address curriculum-specified objectives. Throughout the two instructional sessions, the teacher circulated among the students, responding to technical questions, offering design suggestions, providing encouragement, and facilitating peer collaboration. The students generated digital poster compositions that incorporated their original ideas and messages. Following the complete instructional sequence, the students completed the posttest, again composing a poster addressing a specified topic using Canva.

Assessment and analysis phases. All pre-test and post-test compositions were collected and scored independently by two raters using at standardized rubric to enhance reliability. Student observation data and teacher performance records were tabulated and analyzed. Descriptive statistics (means, standard deviations, frequencies, and percentages) were used to characterize participant performance and classroom engagement.

F. *Data Analysis Techniques*

Descriptive statistics were calculated to characterize the sample and describe the distributions of the key variables. These included the means, standard deviations, minimum and maximum values, frequency distributions, and percentages. These statistics provide an overview of the baseline conditions and post-intervention outcomes.

Inferential statistics were employed to test the research hypothesis regarding the effectiveness of the Canva intervention. A paired Samples t-test was planned as the primary hypothesis test, comparing pre-test and post-test scores for the same sample. However, preliminary assumption testing is necessary. Normality was assessed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Homogeneity of variance was examined using Levene's test. When the assumptions of the parametric tests were violated, the Wilcoxon Signed-Rank Test (non-parametric alternative) was employed. All analyses were performed using SPSS version 29 statistical software, with a significance level set at $\alpha = 0.05$. The null hypothesis (H_0) states that no significant difference exists between pre-test and post-test scores. The alternative hypothesis (H_1) predicted a significant improvement from pretest to post-test.

Student activity categories were interpreted using established criteria: scores of 0-20 indicated "not engaged," 21-40 "minimally engaged," 41-60 "moderately engaged," 61-80 "engaged," and 81-100 "highly engaged." The descriptive interpretations supplemented the quantitative findings.

III. RESULTS AND DISCUSSION

A. *Descriptive Results*

The observational data revealed a progressive enhancement in student engagement throughout the intervention. During the first instructional session, overall student activity levels reached 83.95%, while during the second session, activity increased to 93.47%,a 9.52 percentage point improvement, demonstrating growing comfort and investment in the learning process. Specific activity indicators showed consistent patterns of improvement. The attendance remained constant at 100% (57 students) across both sessions. The percentage of students exhibiting attentiveness to instruction increased from 91.2% to 98.2%. Note-taking participation rose from

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78.9% to 91.2%. the number of questions posed by students increased from 68.4% to 82.5%. Creativity demonstrations of task engagement increased from 84.2% to 89.5%. These data collectively demonstrate that interactive engagement with Canva increased progressively across the intervention duration, suggesting that students became increasingly comfortable with the application and invested in creative poster development.

A..1. Pretest Results

Prior to the intervention implementation, baseline poster-writing abilities were measured using apretest assessment. Descriptive statistics for pretest performance are shown in Table 1. The mean pre-test score was 43.44 with a standard deviation of 9.686, indicating moderate variability in students' baseline abilities. Scores ranged from a minimum of 20 to a maximum of 60, demonstrating that even higher-performing students possessed fundamental deficiencies in poster composition prior to the intervention.

Table 1. Descriptive Statistics of Pretest Poster-Writing Ability

Statistic	Value
Sample Size (N)	57
Mean	43.44
Standard Deviation	9.686
Minimum Score	20
Maximum Score	60
KKM (Minimum Criterion)	70

Categorization of pretest performance revealed that 31.6% of students (18 students) scored in the "very low" range (0-39), while 68.4% (39 students) scored in the "low" range (40-69). No students achieved scores in the "medium" (70-80), "high" (81-90), or "very high" (91-100) categories. This distribution indicates that the poster-writing ability was substantially below the curriculum expectations of all participating students. Regarding achievement of the school's Minimum Competency Criterion (KKM) of 70, all 57 students (100%) failed to meet this benchmark, indicating a universal need for instructional interventions.

A.2. Posttest Results

Following the Canva-based intervention, posttest assessment measured students' poster-writing abilities post-treatment. Descriptive statistics for the post-test performance are shown in Table 2. The mean post-test score was 78.58 with a standard deviation of 6.977, representing both a substantial increase in average performance and reduced score variability, suggesting more consistent achievement across the group.

Table 2. Descriptive Statistics of Posttest Poster-Writing Ability

Statistic	Value
Sample Size (N)	57
Mean	78.58
Standard Deviation	6.977
Minimum Score	60
Maximum Score	90
KKM (Minimum Criterion)	70

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The post-test score distribution showed substantially different patterns from the pre-test. No student scored in the "very low" (0-39) category. Only 3.5% (2 students) fell into the "low" range (40-69). Forty-nine percent (28 students) achieved "medium" performance (70-80). Forty-seven percent (27 students) attained "high" performance (81-90). No students reached the "very high" (91-100) category. This distribution indicates substantial improvement in student competency with concentration in the "medium" and "high" ranges. Regarding KKM achievement, 96.5% of the students (55 students) met or exceeded the criterion of 70, compared with 0% in the pre-test. Only 3.5% (2 students) remained below the KKM threshold post-intervention.

B. Comparison of Pretest and Posttest

The magnitude of improvement from pre-test to post-test was substantial. A mean score increase of 35.14 points (from 43.44 to 78.58) represents an 81% improvement. This gain exceeded statistical significance and possessed considerable practical importance, indicating that canva-based instruction enabled students to develop substantially more effective poster-writing capabilities. The narrowed standard deviation (from 9.686 to 6.977) suggests a more homogeneous post-intervention performance, indicating that instruction benefited students across performance levels rather than primarily assisting lower or higher performers.

Table 3. Pretest-Posttest Comparison of Poster-Writing Ability

Performance Indicator	Pretest	Posttest	Change
Mean Score	43.44	78.58	+35.14
Standard Deviation	9.686	6.977	-2.709
Minimum Score	20	60	+40
Maximum Score	60	90	+30
% Meeting KKM	0%	96.5%	+96.5%
% Below KKM	100%	3.5%	-96.5%

Inferential Statistical Results

Assumption Testing

Prior to hypothesis testing, assumptions underlying parametric statistical tests were examined.

Normality Testing. The Kolmogorov-Smirnov test and Shapiro-Wilk test were used to assess the normality of the score distributions. For pretest scores, Kolmogorov-Smirnov yielded Sig. = 0.018 (indicating non-normality, $p < 0.05$), whereas Shapiro-Wilk yielded Sig. = 0.244 (indicating normality, $p > 0.05$). the results diverged, although the Shapiro-Wilk test is considered more reliable for smaller samples. For posttest scores, Kolmogorov-Smirnov yielded Sig. = 0.006 (non-normal), and Shapiro-Wilk yielded Sig. = 0.026 (non-normal). Collectively, the evidence suggests that post-test data deviated from normality assumptions.

Homogeneity Testing. Levene's test assessed the equality of variances between the pretest and post-test distributions. The results indicated non-homogeneity, of Sig. = 0.014 ($p < 0.05$), suggesting unequal variances across the two measurement.

Given the violation of normality and homogeneity assumptions, the non-parametric Wilcoxon Signed-Rank Test was theoretically more appropriate than the paired sample t-test for hypothesis testing. However, the results of both tests appear below for comparison purposes.

Hypothesis Testing

Paired sample t-test results. Despite the assumption violations noted above, a Paired Samples t-test was conducted to compare pre-test and post-test scores. Table 4 present the result.

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Table 4. Paired Samples t-Test: Pretest-Posttest Comparison

Comparison	Mean Difference	Standard Deviation	t-value	df	Sig. (2-tailed)
Pretest-Posttest	-35.140	8.778	-30.224	56	0.000

The t-test yielded t(56) = -30.224, p = 0.000, with a critical value of t(56) = 1.672 at α = 0.05. The obtained t-value substantially exceeded the critical value in terms of absolute magnitude (|−30.224| >> 1.672), indicating statistical significance. The p-value of 0.000 is far below the conventional significance threshold of 0.05, providing strong evidence of a significant difference between pre-test and post-test scores.
Interpretation and hypothesis decisions. Given that the observed significance value (p = 0.000) was less than the designated alpha level (α = 0.05), the null hypothesis (H_0: no difference between the pre-test and post-test) was rejected. Consequently, the alternative hypothesis (H_1: significant difference exists between pretest and posttest scores) was accepted. This conclusion indicates a statistically significant improvement in poster-writing ability from pre-test to post-test following Canva-based instruction.

D. Discussion

The research findings provide compelling evidence of the effectiveness of interactive learning media based on the Canva application in enhancing poster-writing abilities among sixth-grade Indonesian language students. The 35.14-point mean improvement and the dramatic increase in students meeting the achievement criteria (from 0% to 96.5%) demonstrated substantial gains in student learning outcomes. These results align with and extend prior research indicating Canva's effectiveness across various instructional contexts (Azizah & Ratnaningrum, 2025). Rahmayanti and Putrajaya (2020) documented Canva's superiority over PowerPoint in generating learning improvements, whereas Hapsari and Zulherman (2021) documented positive effects on both motivation and achievement. The present study demonstrates that these benefits extend to poster-writing instruction in an elementary context.
Several mechanisms appear to explain Canva's effectiveness in post writing instruction. First, the application's user-friendly interface eliminated technical barriers to digital composition, permitting students to focus on cognitive resources for content development and creative design rather than tool navigation. This aligns with cognitive load theory, which posits that learning is optimized when extraneous cognitive demands are minimized. Second, Canva's extensive template library and design element options provide scaffolding, facilitating creative expression without requiring prior design knowledge. Students can select appropriate visual directions and iteratively refine their compositions through experimentation. Third, real-time visual feedback as students manipulated design elements, reinforced learning, and enabled rapid iterations. Fourth, the media's visual nature capitalized on the sixth-graders' developmental preferences for multimodal learning and visual reasoning. Fifth, teacher guidance, combined with peer collaboration within this technology-enhanced context, created social learning opportunities. Collectively, these mechanisms likely contributed to the documented improvements (Affindy et al., 2025).
The findings support predictions derived from constructivist and social learning theoretical frameworks. Consistent with constructivism, students actively engaged with design challenges, made iterative design decisions, received feedback, and progressively refined their understanding of the principles of poster composition. The learning process emphasizes knowledge construction through experience rather than the passive reception of information. Social learning theory predictions were similarly supported. Students observed teacher demonstrations and peer work, received corrective feedback, engaged in collaborative problem solving, and progressively developed efficacy in digital design and poster composition. These processes align with social learning theory's emphasis on observation, modeling, and guided practice within supportive social contexts.
Enhanced student engagement documented through observation data (increasing from 83.95% to 93.47%) suggests that canva-based instruction successfully increased student investment in learning activities. Interactive media incorporating visual elements, technological interactivity, and opportunities for creative expression appear to generate greater engagement than conventional approaches. This enhanced engagement likely contributed substantially to improved learning outcomes. The progressive improvement across the two sessions suggests that initial skepticism or novelty-related distraction diminished as students became comfortable with the application and increasingly recognized its utility for creative expression.
Although the findings are encouraging, several limitations warrant acknowledgment. The one-group pretest post-test design, although appropriate given practical constraints, lacks a control group comparison to prevent

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definitive causal attribution. Without a comparison group receiving traditional instruction, alternative explanations for improvement cannot be entirely eliminated (e.g., maturation, test practice effects, and seasonal factors). The study was conducted over a limited timeframe (two sessions), so the long-term retention of improvements is unknown. The generalizability to other student populations, grade levels, regions, or subject domains remains uncertain. The research was conducted in an Indonesian elementary school context; findings may not apply to substantially different educational systems or cultural contexts. Students self-selection during observation (the potential Hawthorne effect) may have artificially elevated engagement levels. Pre-existing differences in students technology familiarity were not controlled for

Despite these limitations, the findings have meaningful implications for language art instruction. Teachers implementing poster-writing instruction are encouraged to integrate digital design tools, particularly user-friendly applications, such as Canva, rather than relying exclusively on traditional paper-based approaches. Professional development that supports teacher competency with Canva would facilitate its implementation. Schools should ensure technological infrastructure (device access and internet connectivity), enabling such instruction. Curriculum materials that integrate Canva use for various writing genres warrant further development. Technology should be viewed as a tool that supports learning objectives rather than as an end in itself; careful pedagogical design remains essential.

IV. CONCLUSIONS

This study investigated the effectiveness of interactive learning media based on the Canva application for enhancing poster-writing abilities among sixth-grade students at UPT SD Negeri 060875 Medan during the 2025-2026 academic year. Prior to the intervention, students demonstrated limited poster-writing competency, with a mean pre-test score of 43.44 and 100% of students failed to meet the school's minimum achievement criterion (KKM = 70). Following the implementation of a two-session canva-based instructional intervention, student performance improved substantially, with mean post-test scores reaching 78.58 and 96.5% of students achieving or exceeding the KKM. The 35.14-point average improvement and statistical significance of the pretest-posttest difference ($p = 0.000$) provide compelling evidence that canva based instruction effectively enhances poster-writing abilities. The study's findings align with established principles of constructivist learning and social learning theory, while extending previous research documenting Canva's effectiveness in educational contexts. The application's user-friendly interface, extensive design resources, and interactive features appear to facilitate student engagement and enable creative expression in ways that conventional instruction approaches have not achieved. Observable increases in student engagement across instructional sessions (from 83.95% to 93.47%) accompanied measured improvements in writing competency, suggesting mutually reinforcing effects of technology-enhanced, interactive pedagogy. This study has practical implications for language arts educators and school administrators. Implementing technology-enhanced instruction incorporating well-designed applications can substantially improve student learning outcomes in writing-intensive skills, such as poster composition. Professional development that supports teacher competency in such applications would enable widespread adoption. Schools must prioritize technological infrastructure to ensure equitable student access to devices and internet connectivity. Future research employing experimental designs with control groups, investigating applications to diverse student populations and linguistic contexts, and examining long-term skill retention would further advance our understanding of optimal practices for technology-enhanced writing instruction. Additionally, investigations of the implementation factors determining effectiveness would clarify which pedagogical approaches and contextual conditions maximize benefits. Despite the limitations inherent in the present design, the findings provide sufficient evidence supporting the effectiveness of canva-based instruction that educational leaders and teachers are encouraged to consider this tool in poster-writing and related visual communication instruction.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open access policies, where applicable.
Common Elements in a Data Access Statement:

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Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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