

***Implementation of Canva Media in Learning Negotiation Texts for Class X of SMK Negeri 2 Semarang***

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***Abstract***

*This research aims to describe the implementation of Canva learning media in class 10 negotiation text learning materials at SMK Negeri 2 Semarang. Negotiation text is an important material in Indonesian that requires communication skills and creativity. However, conventional learning often makes students feel less motivated and find it difficult to understand the concept of negotiation texts. Therefore, this research explores the use of Canva media as an interesting and creative learning tool. The research method used is a qualitative approach with data collection techniques through observation, interviews and documentation. Participants in this research were Indonesian language teachers and class X students at SMK Negeri 2 Semarang. The data obtained was analyzed descriptively to determine the impact of using Canva media on students' learning motivation, creativity and understanding of the concept of negotiation texts. The research results show that the implementation of Canva media in learning negotiated texts has a positive impact on students' learning motivation and creativity. Apart from that, using Canva media also helps students understand the concept of negotiation text.*

**Keywords :** *learning; canva media; negotiation text.*

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**Introduction**

The world of education continues to develop along with technological advances and the demands of the times. When a country wants to create a better life for all its people, education becomes an important element that must be prepared to fulfill these desires and ideals (Mustaghfiroh, 2020). In this fast-paced digital era, conventional learning methods are considered less effective in attracting students' interest and maintaining their attention. In this modern era, conventional skills alone are no longer sufficient. Technological advances and the complexity of the global situation in the digital

era demand more than just traditional capabilities. For this reason, it is important for every individual to adapt to developments in digital technology. The goal is for them to master critical 21st century skills, such as the ability to solve problems, think creatively, digital literacy, and collaborate. Mastery of these skills is very important so that someone can survive and remain relevant in an environment that continues to change due to the dynamics of the digital era. As a consequence, the current education system is expected to not only focus on conveying information, but also on forming individuals who have skills that suit the demands of the times. In other words, education needs to evolve to prepare students to face the challenges of an increasingly complex and technology-based world. Technological developments have brought significant changes to various fields, such as communication, transportation, health, entertainment and education (Sefriani, 2022). Therefore, educators are required to innovate and create learning methods that are more interactive, interesting and in line with students' needs.

One effort to improve the quality of learning is by utilizing learning media. Media is a forum used by resource persons to send the content of messages that they want to pass on to the person who conveys it or the recipient of the message to create a learning process (Andriyani, 2021). Creative and interactive learning media can help students understand the material better, increase interest and motivation to learn, and create a more enjoyable and meaningful learning environment. Learning media plays an important role in helping teachers convey lesson material more interestingly and easily understood by students. Through the use of media, the delivery of learning material can be uniform, the learning process is more interesting, students are more interactive, learning time runs more efficiently and improves the quality of learning (Kuswanto, 2017). Learning media can help students to be more focused and actively involved in the learning process. This is because learning media can present information in various interesting forms, such as visual, audio and audio-visual. Apart from that, learning media can also help students to more easily understand abstract and complex concepts.

In the context of learning Indonesian, one of the important aspects that students need to master is the ability to produce and understand negotiation texts. Negotiation text is a type of text that contains a bargaining process with the aim of reaching an agreement or joint decision. The definition of a negotiation text is a text that contains social interactions with the aim of reaching an agreement between parties who have different exigencies (Farhan, 2018). This ability is very necessary in the world of work and social interaction, especially for Vocational High School (SMK) graduates who will enter the world of industry or business. In the world of industry and business, negotiation skills are often the determinant of success in establishing cooperation, resolving conflicts, or reaching agreements that benefit all parties. Therefore, learning negotiation texts in vocational schools does not only aim to meet curriculum demands, but also to prepare students to face real challenges in a professional environment. Furthermore, the ability to produce and understand negotiation texts also plays an important role in daily social interactions. In social life, every individual is often faced with situations that require negotiation, both in formal and informal contexts. Starting from simple negotiations within the family to more complex negotiations within organizations or communities. Thus, mastery of negotiation texts not only supports academic and professional success, but also contributes to the development of essential life skills.

Learning negotiation texts is often considered difficult and less interesting

material for students. Conventional learning methods, such as lectures and written assignments, are considered less effective in helping students understand the concepts and structure of negotiation texts in depth. Based on observations of the teaching and learning activities of negotiation texts in class The learning process tends to be monotonous and less innovative. The main factor causing this is the use of traditional teaching methods by teachers, which still rely on the blackboard as the main medium. Another problem faced is the difficulty of teachers in determining and implementing effective learning media to inspire and increase students' enthusiasm in studying negotiation texts in the classroom. Therefore, a new, more innovative and interactive approach is needed in learning negotiation texts.

One alternative that can be considered is the use of learning media based on information and communication technology (ICT). Learning media that utilizes technology can bridge the gap between students' real world and learning material, so that the material can be presented in a more interesting and contextual way. In this research, the learning media that will be implemented is Canva. Canva is an online design application, which provides a variety of graphic designs consisting of; presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing and Facebook covers (Dian, 2021). With its ability to combine text, images and other visual elements, Canva has the potential to be an effective learning medium in presenting negotiation text material in a more interesting and interactive way. Canva really makes it easier for teachers to design learning media, as (Triningsih, 2021) said that Canva makes it easier for teachers and students to carry out learning processes based on technology, skills, creativity, along with other benefits, this is because the design results using Canva are able to increase students' interest in learning activities and increasing student motivation by presenting teaching materials and materials in an interesting way. According to Tanjung and Faiza (2019) in (V. A. Fitria et al., 2021) stated that the use of Canva in creating learning media has many advantages, namely; With Canva we can create various types of designs which are equipped with various animation features, templates and page numbering which can encourage creativity and time efficiency for both teachers and students in the activity of designing interesting media that can be used as presentation material, in the form of slides, mind mapping and posters.

Research regarding the use of Canva media in learning has been carried out by several previous researchers such as Purba and Harahap (2022), Desniarti et al. (2022), Alfian et al. (2022). The same result from the three studies is that using Canva can make students more active in learning. The three studies also explain the benefits of Canva media in learning. However, there is still a gap in research regarding the specific implementation of Canva media in learning negotiation texts at the vocational school level. Research conducted by (Fauziah et al, 2022) explored the use of Canva in learning the history of Islamic culture, but there have been no studies that focus on the Indonesian language learning context, namely negotiation texts in Indonesian at the vocational school level. Therefore, this research aims to fill this novelty, namely the implementation of Canva media in learning negotiation texts in class X of SMK Negeri 2 Semarang. This research will explore the effectiveness of using Canva in improving students' understanding and skills in learning negotiated texts.

Overall, this research aims to explore the potential of Canva media in improving the quality of negotiation text learning in class X of SMK Negeri 2 Semarang. By utilizing

creative and interactive learning media, it is hoped that students can gain a deeper understanding of negotiation texts and develop skills in producing negotiation texts effectively.

## **Method**

This research method uses a descriptive qualitative method, which is used in utilizing the Canva application in learning Indonesian. Qualitative research aims to understand the phenomena experienced by research subjects holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2007: 6).

The data sources used in this research were students of class X AKL 1 SMK Negeri 2 Semarang, with a focus on Canva media as the research object. Data was collected through two sources: test and non-test data.

The test data comes from the results of the Indonesian language learning test to write negotiation texts which was carried out on 36 students in class X AKL 1. Meanwhile, non-test data was obtained through observation and documentation. Data collection techniques include tests and non-tests. The test is carried out after the class learning session is finished, by giving the students a negotiation text writing project question. Meanwhile, non-test techniques use observation and documentation to understand the situations that occur in learning activities. Observation is used to monitor the learning process from start to finish, while documentation is used to record the results of learning to write negotiation texts.

The data analysis technique used is the triangulation technique. Triangulation is a qualitative research method used to test the validity of the data collected by researchers as well as to enrich the data and gain deeper insights through informants. The measurement method used by researchers to measure student learning outcomes is using a percentage formula. Students are grouped based on the range of scores they obtained. The score range between 0-69% falls into the "Low able" criteria, 70-79% falls under the "Quite Capable" criteria, 80-89% falls under the "Capable" criteria, and 90-100% falls under the "Very Capable" criteria.

## **Results and Discussion**

### **1. Use of Canva Media in Learning Negotiation Texts for Class X Students at SMK Negeri 2 Semarang**

The research results were found after observation and showed that learning Indonesian in negotiation texts using Canva media in class X AKL 1 SMK Negeri 2 Semarang was carried out directly or face to face. Learning is carried out through three stages, namely introduction, core and conclusion. During the learning process, material is taught in class involving discussion as part of the learning process. The goal is that students can participate actively during class learning.

Students are introduced to Canva in stages, starting from a basic usage demonstration to a short training that allows students to explore the platform's features. After students are familiar with Canva, the teacher begins to deliver negotiated text material using presentations made with Canva, providing concrete examples of how this technology can be utilized in learning. Students were then given the opportunity to apply their understanding through group assignments, where they created infographics about

aspects of the negotiation text. This process not only deepens their understanding of the material, but also hones collaboration and creativity skills.

Learning continues with individual assignments that challenge students to create examples of negotiation texts and visualize them in the form of comics or storyboards using Canva. This stage is followed by a peer review session, where students provide feedback to each other, encouraging them to think critically and reflectively about their own work and the work of their friends. After going through a revision process, the final work results are collected in the form of a digital portfolio.

This gradual, comprehensive approach allows students to master both negotiating text material and Canva usage skills simultaneously. This implementation not only improves students' understanding of negotiation texts, but also develops their digital skills, preparing them to face the demands of the digital era in education and the world of work in the future.

Throughout the implementation process, teachers act as facilitators, providing guidance, technical assistance, and constructive feedback. Evaluation is carried out not only on understanding the negotiation text material, but also on students' ability to use Canva effectively. The learning process ends with a collective reflection on the experience of using Canva, discussing the benefits and challenges faced, and planning the use of this technology for further learning.

The learning activity plan consists of three stages carried out by the teacher and students. The first stage is an introduction which includes greetings, prayers, and taking attendance to check students' attendance in class. Teachers can provide learning motivation and explain the goals to be achieved in these learning activities to students. Next, the teacher conducts an apperception by asking questions related to the students' knowledge and experience regarding the negotiation text material that has been studied previously. Students convey their knowledge and experiences to teachers and other students. This apperception is carried out to build students' initial knowledge regarding the material for writing negotiation texts that will be studied

At this stage, the core activities include clarifying problems, collecting ideas, collecting data and information, discussing various information, finding solutions to problems, and presenting the results of problem solving. Teachers can convey negotiation text material to students through the use of Canva media. The Canva media displayed contains negotiation text material. Students listen to the material provided by the teacher. Next, the teacher displays the negotiation text Canva media and provides a worksheet containing the task of writing the negotiation text. The teacher divides students into study groups that are adjusted based on their level of understanding, to discuss material they do not yet understand and deepen the negotiation text material. After exchanging understanding and information, students independently create a negotiation text based on the worksheet that has been given. Next, several students in the discussion group presented the results of their work in front of the class. Other students ask questions and make comments to students who are presenting.

The final stage, namely the closing, includes reflection and evaluation activities related to the effectiveness of implementing negotiation text learning using Canva media. This reflection and evaluation is carried out by teachers and students based on a series of learning activities that have been carried out. Students can summarize the results of the learning that has been carried out and ask questions to the teacher regarding



negotiation text material that they have not yet understood. Next, students guided by the teacher close the learning activities with a joint prayer and greetings.

## 2. Student Learning Results Through the Use of Canva Media in Learning Negotiation Texts for Class X Students at SMK Negeri 2 Semarang.

The results of the research show the ability of students in learning to write negotiation texts from class X AKL 1 students at SMK Negeri 2 Semarang. There were 2 students who got a score of 78%, 6 students got a score of 82%, 21 students got a score of 88%, and 7 students got a score above 90%. This shows that the students are capable of writing negotiation texts. The following is a diagram showing the results of student research.

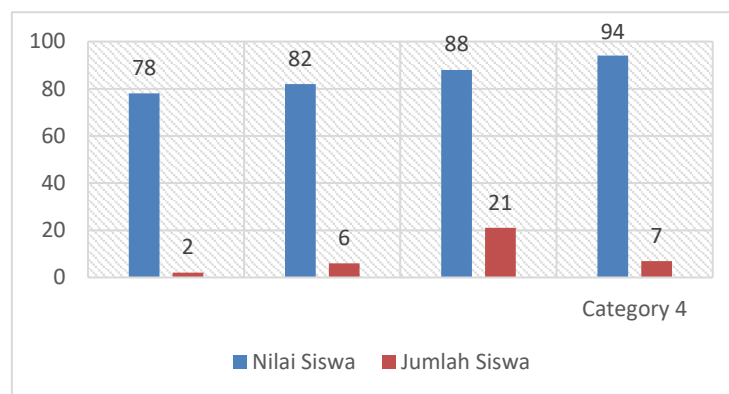


Figure 1. Diagram of the Ability to Write Negotiation Texts through Implementation of Class X Students at SMK 2 Semarang

The success of learning Indonesian in writing negotiation texts using Canva media can be measured through the average score achieved by students who meet the Learning Goal Achievement Criteria (KKTP). In this case, the ability to write negotiation texts of X AKL 1 students at SMK Negeri 2 Semarang can be seen from the number of students who got scores in certain categories. A total of 2 "Quite Capable" students wrote negotiation texts with a score of 70-79%, 27 "Capable" students wrote negotiation texts with a score of 80-89%, and 7 "Very Capable" students wrote negotiation texts with a score of 90-100%. A visualization of this data can be found in the following pie chart.

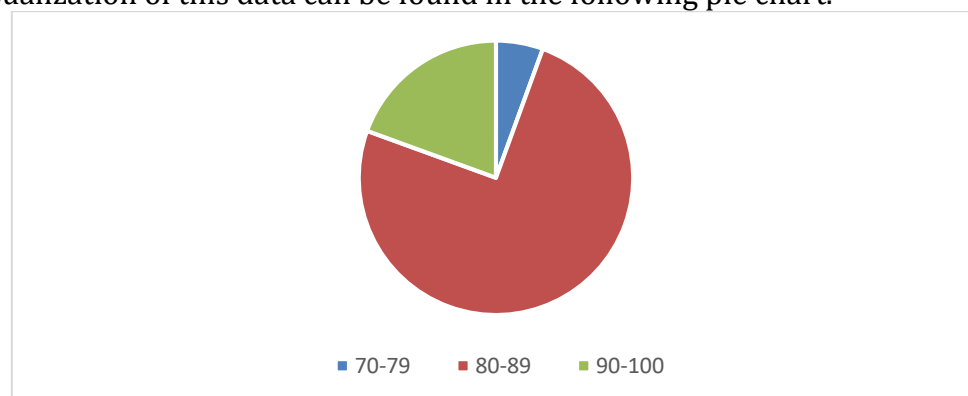


Figure 2. Diagram of the Ability to Write Negotiation Texts Using Canva Media for Class X Students at SMK Negeri 2 Semarang

From these data, it is concluded that the implementation of Canva media in learning Indonesian to write negotiation texts is able to support access to learning materials which over time influences students. Based on the data, it shows that there is diversity in the ability to write negotiation texts among class X students at SMK Negeri 2 Semarang. The following are categories of students' ability to write negotiation texts based on the scores obtained. In the "Quite Able" category (70-79%) there are 2 students with scores of 70-79% in writing negotiation texts. Even though they are quite capable, students still need further improvement and development. In the "Capable" category (80-89%) a total of 27 students scored between 80-89% in writing negotiation texts. This category shows that students have better abilities compared to the previous category. Even though they are already able to write well, there is still room for students in the "Able" category to make further improvements. The "Very Capable" category (90-100%) received a score between 90-100% obtained by 7 students in writing negotiation texts. They can be categorized as very capable in writing negotiation texts, showing a deep understanding of the material studied.

In this context, the group of students with a score range between 70-79% and 80-89% requires special attention from the teacher. They can be given guidance and additional practice to help improve their ability to write negotiation texts. Meanwhile, several students who scored 90-100% can be used as a source of motivation and inspiration for other students. In addition, they can be given enrichment tasks or responsibilities to maintain and improve their already excellent analytical skills.

The application of Canva in learning can also be a stimulus for students to hone their cognitive domain, although this research did not find much support in the affective domain of students. This indicates that the application of Canva media is an innovative choice because it can motivate and increase students' activeness in understanding the material for writing negotiation texts.

The implementation of Canva media in learning negotiation texts in class X of SMK Negeri 2 Semarang has had a positive impact on the teaching and learning process. The use of this technology not only improves students' understanding of the material, but also develops digital skills that are important in the modern era. In the future, it is hoped that the use of interactive learning media such as Canva can be applied more widely to various subjects, in order to create a more interesting and effective learning experience for students.

### **Conclusion**

Based on the results of the research and data analysis that has been carried out, it can be concluded that the use of Canva media in learning Indonesian to write negotiation texts for class X students at SMK Negeri 2 Semarang has been successfully implemented. The learning activities carried out involve three stages of learning, namely preliminary, core and closing activities. The preliminary stage includes greeting, prayer, presence, motivation and apperception to students. Core activities include clarifying problems, collecting ideas, collecting data and information, discussing various information, finding solutions to problems, and presenting the results of problem solving. Closing activities include reflection and evaluation activities on the effectiveness of implementing learning about the values of saga texts using Canva media. The application of Canva media has a positive impact on student learning

outcomes. Overall, students succeeded in achieving the Learning Goal Achievement Criteria (KKTP) with a score ranging between 78-100% and an average percentage score of 87%. This shows that the use of Canva media in learning to write negotiation texts has been successfully implemented at SMK Negeri 2 Semarang.

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