

THE EFFECT OF PROJECT BASED LEARNING USING CANVA ON STUDENT'S ABILITY TO WRITE HEALTH PROMOTION TEXT

Ardi Ficri Harahap^{*1}, Khairul Fahmi²

^{1,2}STIKes Medika Seramoe Barat

* Corresponding Author: harahap.vicri@gmail.com

ARTICLE INFO

Article history:

Received : Sept 15, 2024

Revised : Oct 17, 2024

Accepted : Nov 14, 2024

Available online : Nov 30, 2024

Keywords:

Project based learning, Canva, writing, health promotion

ABSTRAK

Proficiency in writing health promotion texts is crucial for nursing students in English language learning. However, limited writing proficiency remains a significant barrier. This study aims to investigate the impact of the Project-Based Learning (PjBL) approach, using Canva application, on students' ability to write health promotion text. A quasi-experimental with non-randomized pre-test post-test design was utilized, involving 76 nursing students from STIKes Medika Seramoe Barat as the population and sample. The students were divided into two groups; an experimental group taught using project based learning with Canva and a control group receiving traditional teaching approach. Data were collected through writing test, in form of pre-test and post-test evaluations, and analyzed using the Mann-Whitney test. The findings reveal that project based learning using Canva application significantly improved students' writing skills (Sig. (2-tailed) .001 < 0.05). These results suggest that incorporating Project based learning with digital tools like Canva is an effective pedagogical strategy for fostering nursing students' academic writing competencies.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

Proficiency in English has become an essential skill for nursing students in this era of globalization, where the majority of academic resources and career opportunities are English-based (Maryani, 2018). English is not just an additional skill; it is a fundamental need for individuals to compete, work, and contribute in an increasingly connected and diverse global environment (Haryadi & Aminuddin, 2023). By understanding and mastering English, students not only opens pathways to engage effectively with peers, patients, and clients (Suramto et al., 2021), but are also empowered to exchange insights, collaborate on ground breaking research, and disseminate invaluable knowledge across the world (Schkinder, 2024).

Despite the evident benefits, achieving English proficiency among nursing students remains a significant challenge. Writing, in particular, is widely regarded as the most complex productive skill to master (Hammi & Rahmawati, 2023). Unlike speaking, listening, or reading, writing requires linguistic precision, mastery of grammar, syntax, and organizational structure, as well as the ability to convey ideas clearly and coherently (Khasanah, 2019; Siswanjaya, 2021). This complexity becomes even more pronounced in the nursing field, where language used is more specialized and complex compared to general English due to incorporation medical terminology and jargon (Syukur & Nugraha, 2019).

Therefore, integrating active, contextualized, and student - centered learning strategies is required to address these challenges. Among the various pedagogical approaches, project based learning stands out as a promising method, which has been shown to foster active student engagement, critical thinking, and practical skill development (Argawati & Suryani, 2020). Project-Based Learning (PjBL) is a student-focused-learning approach. This approach places students at the center of the learning process, allowing them to be actively involved (Rahayu et al., 2023). This model emphasizes active learning by encouraging students to solve real-world problems through research, analysis, creation, and presentation of learning products based on authentic experiences (Isman, Sitepu, & Rita, 2022). This approach helps students apply theoretical knowledge to practical situations, bridging the gap between learning and real-world application. Project based learning also fosters collaboration and communication among students. Through these collaborations, students gain a deeper understanding of complex issues and acquire the ability to work effectively in diverse teams- a crucial skill in today's interconnected world (Evenddy et al., 2023).

Alongside instructional models, learning media play a pivotal role in effective education. In today's technology-driven era, technology has become an integral part of the teaching-learning process, supporting evaluation, utilization, and integration of various aspects of education to yield more effective outcomes (Inggita & Damayanti, 2023). Among the myriad of tools available, Canva, for instance, is a creative and innovative tool that has been recognized for enhancing the teaching and learning process and supporting students in developing collaborative skills (Priyatna et al., 2023). These application has been increasingly utilized in educational settings to enhance students' learning experiences, specifically in improving English writing skills (Utami & Karnedi, 2024).

Canva is a digital medium that offers several advantages (Royani et al., 2024). It provides a variety of ready-to-use design templates, graphics, images and intuitive design tools, making it easy to create presentations, infographics, posters, brochures, and more without requiring advanced graphic design skills (Friska et al., 2023). Also, Canva offers various themes and professional layout to create compelling info graphic for presenting teaching materials (Yundayani, 2019). With its user-friendly and various features, Canva allows students to present ideas and information visually in a creative and professional manner.

The integration of Project based learning with Canva offers a solution to the challenges faced by nursing students in developing writing skills. By combining the active and collaborative nature of project based learning with the creative and technological capabilities of Canva, students can develop their writing in a more engaging and relevant way (Zakiyah, Rahmawati, & Annova, 2024). This approach not only enhances writing proficiency but also develops digital literacy – a critical competency in today's healthcare environments.

Several studies have explored the implementation of project based learning using Canva on student's writing abilities. Research conducted by (Faqih et al., 2023; Ruswandi et al., 2024) found that the use of project based learning through Canva application is effective to facilitate students in improving learning achievement and performance, especially in writing descriptive text. Additionally, (Unun Pratiwi et al., 2024) found that using Canva application in project-based learning improved the ability of 10th grade students at Taman Siswa Vocational High School in Sukoharjo to present procedural texts, as evidenced by an increased learning motivation and outcomes. Similarly, Hasanah (2022) revealed that project based learning with Canva media enhance junior high school student's writing skills in English. These findings underscore the effectiveness of combining project based learning with digital tools in fostering student engagement and learning.

However, there is limited exploration of this method in higher education settings, particularly among nursing students, where the ability to write effectively is essential for the future of the nursing profession (Johnson & Rulo, 2019). Strong writing skills are substantial for producing research papers, case studies, and essays, which demonstrate students' understanding of nursing concepts and evidence-based practices. In addition, good writing promote better care by helping physicians understand their patients,

organize clinical information, and communicate effectively with other healthcare providers (Simon, 2013).

Given the challenges and demands of the nursing profession, there is a pressing need to investigate the impact of Project based learning with Canva on nursing students' writing skills. Such research could provide valuable insights into how innovative pedagogical approaches and digital tools can be leveraged to enhance nursing education and prepare students for the complexities of modern healthcare.

Therefore, this research aims to investigate the effect of the Project-Based Learning model using the Canva application on students' ability to write health promotion text. Specifically, this research seeks to answer the following question: "Is there a significant difference in writing performance between students taught using Project based learning with Canva and those taught using conventional methods?"

RESEARCH METHOD

This study employs a quantitative approach with a quasi-experimental design to investigate the differences in writing abilities between student in the treatment group (experimental class) and those in the control group, which did not receive the intervention.

The population of this study include of all students enrolled in the English for nursing class at STIKes Medika Seramoe Barat during the even semester of the 2023/2024 academic year. 78 students were selected using a total sampling technique, divided into two classes: IIA (experimental class) and IIB (control class).

The research was conducted over five meetings. The first meeting involved a pretest, where students wrote a health promotion text on a predetermined theme to assess their initial writing skills. During the second to fourth meeting, the experimental group received instruction using the Canva application, while the control group used Microsoft Word. A posttest conducted in the final session evaluated the impact of the instructional models on writing proficiency.

Students' writing abilities were scored using a rubric adapted from Brown (2007), covering four aspects: Content, Vocabulary, Grammar, and Mechanics. To minimize subjectivity in assessment, an additional evaluator—external to the research team—was included to evaluate the students' written outputs. To ensure reliability, the scoring rubric was reviewed for consistency across evaluators, and an external evaluator was included to minimize subjectivity. Validity was ensured through expert judgment on rubric

alignment with the study's objectives. Then, data were analyzed using the Mann-Whitney test.

FINDING AND DISCUSSION

Findings

The findings from the study are presented in Table 1, which displays the descriptive statistics for both the experimental and control groups. The table includes the sample size (N), minimum and maximum scores mean, and standard deviation for the pre-test and post-test results in both groups.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Eksperiment	38	56	88	72.00	7.105
Post_Experiment	38	69	94	79.82	8.130
Pre_Control	38	56	81	70.84	5.971
Post_Control	38	56	91	72.95	7.905
Valid N (listwise)	38				

As shown in Table 1, the experimental group of students had an average pretest score of 72.00, with the highest score being 88 and the lowest score at 56. In contrast, the average post-test score for this group was 79.82, with a maximum score was 94 and minimum score of 69. This indicates an improvement between the pre-test and post-test scores in the experimental class. Meanwhile, the control group had an average pretest score of 70.84, with the highest score at 81 and the lowest score at 56. After the intervention, the average post-test score for the control group was 72.95, with a minimum score of 56 and the highest score was 91. Although there was an increase in the average score in the control class, it was not statistically significant.

Table 2. Tests of Normality Experiment and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Eksperiment	.164	38	.012	.931	38	.021
Post_Experiment	.220	38	<.001	.857	38	<.001
Pre_Control	.182	38	.003	.926	38	.015
Post_Control	.242	38	<.001	.916	38	.008

a. Lilliefors Significance Correction

Normality tests were conducted to assess whether the research data were normally distributed. The normality tests were performed using the Kolmogorov-Smirnov and Shapiro-Wilk tests (Cohen, Manion & Morrison, 2018). According to the results of the normality tests presented in Table 2, it was found that the data were not normally

distributed, as indicated by the significance values for each group being less than 0.05. This suggests that the data do not follow a normal distribution, necessitating the use of non-parametric analysis, specifically the Mann-Whitney test.

Table 3. Mann-Whitney Test

	Writing score
Mann-Whitney U	412.000
Wilcoxon W	1153.000
Z	-3.265
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: Groups	

Based on the results of the Mann-Whitney test shown in Table 3, the Sig. (2-tailed) value was found to be 0.001, which is less than 0.05. Therefore, it can be concluded that there is a significant difference between the experimental class, which was taught using the Project-Based Learning model using the Canva application, and the control class, which received conventional instruction using Microsoft Word

Discussion

The results of the Mann-Whitney test indicate that the Sig. (2-tailed) value is 0.001, which is less than 0.05, suggesting that the Project-Based Learning (PjBL) model using Canva application has a significant impact on students' writing abilities. This finding aligns with previous studies conducted by (Hadi et al., 2021; Hasanah, 2022; Ilham, 2022; Fauzi, 2024) which also observed that students taught using Project-Based Learning integrated with Canva demonstrated superior writing skills compared to those in the control group who were instructed through conventional teaching methods.

In this research, the implementation of project-Based Learning (PjBL) approach combining with Canva application demonstrated significant improvements on students writing skills, encompassing four key aspects including content, vocabulary, language use, and mechanics.

In terms of content, for instance, notable improvements were observed in the students' ability to write health promotion text. Before the implementation of Project-Based Learning (PjBL) using Canva, most of the students find difficulties in organizing their ideas. Their writing lacked coherence, depth, and a clear connection between the main ideas and supporting details. After the intervention, however, students demonstrated significant progress. In this case, students were able to produce more structured, with clearly defined main ideas, logically developed arguments, and well-

supported conclusions. This improvement is attributed to the PjBL approach, which actively engages students in exploring, analyzing, and discussing the subject matter in groups. These activities not only deepen students' understanding of the topic but also provide them with opportunities to explore new ideas. As noted by (Isman, M., Sitepu, T., 2022) Project based learning offers a more engaging and meaningful learning experience by immersing students in authentic learning contexts. Through this approach, students are encouraged to think critically, solve problems, and connect their learning to real-world scenarios.

On the other hand, Canva played a crucial role in supporting this process by offering various templates and writing examples that guide students in understanding essential elements of writing, such as identifying main ideas, constructing supporting arguments, and formulating conclusions. By utilizing these features helped the students overcome the common challenges of structuring their ideas. Additionally, Canva enabled students to integrate visual elements, such as infographics, diagrams, and relevant imagery, with their written content, ensuring their writings are more relevant and aligned with the given themes (Masturoh et al., 2023).

Beyond improving writing content, the implementation of Project-Based Learning (PjBL) using Canva has demonstrated significant positive effects on students' vocabulary acquisition and overall language use. This improvement occurs related to the collaborative nature of Project based learning. As stated by (Irembere, 2019), one of the major skills provided by project based learning is how to work with a group of individuals. By engaging in group projects, students are encouraged to exchange ideas, provide feedback, and learn from one another's experiences. As the result, the students' vocabulary and language use were increase.

This improvement can be observed through a comparison of students' vocabulary and language usage before and after the intervention. During the pre-test phase, students often displayed a limited vocabulary range and inconsistencies in language use, reflecting challenges in articulating ideas effectively. However, post-intervention evaluations reveal significant advancements in these areas. Students not only exhibit an expanded vocabulary but also incorporate subject-specific terminology and expressions directly related to their projects. Additionally, by analyzing well-crafted writing examples provided on Canva, students gain insights into structuring words, phrases, and sentences cohesively and effectively. This exposure enables them to cultivate a more polished and

professional writing style, indirectly boosting their confidence in English, especially in written communication.v

Furthermore, the integration of PjBL with Canva provides significant benefits for enhancing writing mechanics, as it combines active learning with visual and technological tools. This approach allows students the flexibility to focus on the finer details of their writing, often neglected in traditional learning environment. It can be seen through a pre-and post-intervention analysis of students' writing mechanics.

Before the intervention, students often exhibit common mechanical errors, such as inconsistent use of punctuation, improper spelling, and poor layout design. These errors are typically attributed to a lack of focus on mechanics during the writing process and limited exposure to tools that can aid in correcting such mistakes. Following the intervention, significant improvements are observable. The combination of Project based learning and Canva encourages students to actively engage with their writing, leveraging Canva's templates and editing tools to refine their work. For example, students become more adept at using proper punctuation to enhance sentence clarity, accurately spelling complex terms, and structuring their texts with consistent formatting. In addition, students learn from consistent design elements, such as font usage, text sizes, and margins, all of which contribute to the professional presentation of their writings.

Furthermore, Canva's preview and editing features allow students to review their work, correct errors, and ensure their writings meet academic standards. These strengthen the study conducted by (Syarifah & Emiliasari, 2019). They highlighted that the Project based learning approach significantly enhances students' understanding of text structure, linguistic features, and mechanics, including punctuation and spelling accuracy. Through the combination of PjBL and Canva, students not only learn to produce high-quality writings but also recognize the importance of minor details that contribute to the overall excellence of their work.

The integration of Project based learning and Canva provides students with a more interactive and meaningful learning experience. This approach not only enhances students' overall writing skills but also equips them with tools and strategies to continuously improve their abilities in the future. By blending topic exploration, peer collaboration, and the use of modern technology like Canva, the learning process becomes both enjoyable and effective. Therefore, this instructional model is highly suitable for implementation in various educational contexts, particularly those requiring the

development of complex and focused writing skills, such as health promotion and professional communication.

Overall, the integration of project-based learning (PBL) and Canva provides a robust and innovative approach to addressing the challenges nursing students face in developing essential writing skills. This study demonstrates that combining these methods not only enhances students' abilities to produce well-structured and meaningful written work but also fosters critical thinking, creativity, and collaboration—key competencies in modern healthcare. By utilizing the interactive and visual capabilities of Canva alongside the active, inquiry-based framework of PBL, educators can design a dynamic learning environment. This environment encourages continuous improvement, better engagement, and practical skill application, preparing students to meet the demands of the global healthcare industry effectively.

CONCLUSION AND SUGGESTION

This study highlights the significant impact of integrating Project-Based Learning (PjBL) with Canva in enhancing students' writing skills, particularly in the context of developing health promotion texts. By actively involving students in the stages of planning, executing, and reflecting on their projects, this approach fosters deeper engagement and comprehension compared to traditional teaching methods. The combination of experiential learning and digital tools such as Canva not only supports creativity but also encourages the mastery of essential writing competencies. These findings emphasize the practical value of PjBL when integrated with modern technological tools in fostering academic excellence, particularly in nursing and health education.

The study's results demonstrate the effectiveness of this approach in enhancing writing outcomes, suggesting its potential as an innovative instructional strategy for educators. By embracing tools like Canva, educators can create a dynamic, interactive learning environment. This method not only supports skill development but also aligns with the increasing demand for digital proficiency in professional healthcare settings.

To maximize the potential of this instructional model, future research should explore its broader application across diverse health-related subjects and examine its long-term impact on students' professional communication skills. Expanding the scope of PjBL to incorporate other digital tools and platforms could further refine its adaptability and effectiveness in various educational contexts. Additionally, studies focusing on how

this model influences collaboration, critical thinking, and problem-solving skills in health education would provide valuable insights. By continuing to innovate and adapt teaching methods, educators can ensure students are well-equipped to meet the evolving demands of the healthcare industry.

REFERENCES

- Argawati, N. O., & Suryani, L. (2020). Project-Based Learning in Teaching Writing: the Implementation and Students Opinion. *English Review: Journal of English Education*, 8(2), 55. <https://doi.org/10.25134/erjee.v8i2.2120>
- Brown, H.D. (2007). *Teaching by Principles: An interactive Approach to language Pedagogy*. Pearson Longman
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education (Eight Ed)*. London: Routledge
- Argawati, N. O., & Suryani, L. (2020). Project-Based Learning in Teaching Writing: the Implementation and Students Opinion. *English Review: Journal of English Education*, 8(2), 55. <https://doi.org/10.25134/erjee.v8i2.2120>
- Evenddy, S. S., Gailea, N., & Syafrizal, S. (2023). Exploring the Benefits and Challenges of Project-Based Learning in Higher Education. *PPSDP International Journal of Education*, 2(2), 458–469. <https://doi.org/10.59175/pijed.v2i2.148>
- Fauzi, I. (2024). The Effectiveness of Using Canva as Assisted Language Learning Media to Improve Undergraduate Students' Writing Skill. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 13(2), 230. <https://doi.org/10.31000/globish.v13i2.10148>
- Friska, J., Pramuanati, I., & Mahriyuni. (2023). Effectiveness of using Canva Application to Improve Learning Outcomes of Tenth Grades Students. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3), 421–427. <https://doi.org/10.23887/jppp.v7i3.67879>
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching Writing Through Canva Application. *Journal of Languages and Language Teaching*, 9(2), 228. <https://doi.org/10.33394/joltt.v9i2.3533>
- Hammi, F., & Rahmawati, H. (2023). Learning to Write in English; EFL Students' Perceptions of Using the Wattpad as Digital Literacy in Writing Classes. *International Journal of Education, Language, and Religion*, 5(1), 1. <https://doi.org/10.35308/ijelr.v5i1.7325>
- Haryadi, R. M & Aminuddin, M. (2023). The Role of English in Preparing Students to Face Global Challenges. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(11), 9615–9621. <https://doi.org/10.54371/jiip.v6i11.3167>
- Inggita, G & Damayanti, M., I. (2023). *Pengaruh Penggunaan Aplikasi Canva terhadap Keterampilan Menulis Surat Undangan Tidak Resmi pada Siswa Kelas V Sekolah Dasar*. 11(05), 1001–1011.
- Irembere, W. R. (2019). Fostering Creative Skills for Students Using Project-Based Learning. *International Forum Journal*, 22(2), 102–115. <https://journals.aiias.edu/info/article/view/36>
- Isman, M., Sitepu, T., & R. (2022). Pengaruh Model Project-based Learning (PjBL) dengan Media Gambar terhadap Kemampuan Menulis Puisi Kelas X SMA. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(3), 252–265. <https://doi.org/10.30596/jppp.v3i3.13234>
- Khasanah, M. (2019). Peningkatan Keterampilan Menulis Bahasa Inggris melalui Triple-R Method. *Paedagogie*, 14(1), 27–32. <https://doi.org/10.31603/paedagogie.v14i1.2691>
- Maryani. (2018). Optimalisasi Lab Bahasa melalui Kelas Multimedia dalam Program

- Pengembangan Pengajaran English for Nursing Student. *Humanitatis: Journal on Language and Literature*, 4(2), 38–48.
- Masturoh, S., Kusumo, A. B. P., & Sitoresmi, N. (2023). The use of Canva to improve students' writing skills on procedure text. *Innovative: Journal Of ...*, 3(3), 4681–4690.
- Priyatna, I. P. D., Suwastini, N. K. A., & Dantes, G. R. (2023). College Students' Perception of Using Canva in English Writing Class. *Indonesian Journal Of Educational Research and Review*, 6(1), 9–17. <https://doi.org/10.23887/ijerr.v6i1.57231>
- Rahayu, R., Sutikno, & Indriyanti, D. R. (2023). Ethnosains Based Project Based Learning Model with Flipped Classroom on Creative Thinking Skills. *Jurnal Penelitian Pendidikan IPA*, 9(8), 348–355. <https://doi.org/10.29303/jppipa.v9i8.3051>
- Royani, K., Sukirlan, M., & Nurweni, A. (2024). Canva-Aided Project-Based Learning to Improve Students' Writing Achievement. *International Journal of Current Science Research and Review*, 07(05), 2912–2918. <https://doi.org/10.47191/ijcsrr/v7-i5-52>
- Ruswandi, R., Gumelar, W. S., Ermaya, A. S., & Ginanjar, G. (2024). The effectiveness of project-based learning by using Canva application on students' descriptive writing achievement. *EduLite: Journal of English Education, Literature and Culture*, 9(2), 1–20. <https://jurnal.unissula.ac.id/index.php/edulite/article/view/38719>
- Schkinder, K. (2024). The crucial role of English language in intercultural communication within global healthcare. *International Science Journal of Education & Linguistics*, 3(1), 63–68. <https://doi.org/10.46299/j.isjel.20240301.07>
- Simon, H. B. (2013). The write stuff: How good writing can enhance patient care and professional growth. *American Journal of Medicine*, 126(6), 467–471. <https://doi.org/10.1016/j.amjmed.2012.11.020>
- Suramto, S., Susmini, S., & Episiasi, E. (2021). Nursing Students' Perception To the Necessity of English for Specific Purposes (Esp) Course. *Jurnal Perspektif Pendidikan*, 15(1), 13–22. <https://doi.org/10.31540/jpp.v15i1.1259>
- Syarifah, E. F., & Emiliasari, R. N. (2019). Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story. *Indonesian EFL Journal*, 5(1), 85. <https://doi.org/10.25134/ieflj.v5i1.1627>
- Syukur, B. A., & Nugraha. (2019). Analisis Kebutuhan Bahasa Inggris. *Jurnal Kesehatan Kusuma Husada*, 151–158.
- Unun Pratiwi, V., Ambar Sari, T., Rachmawati, E., & Sulistyowati, nanik. (2024). Canva-based Digital Practical App for Teaching Writing. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 42(2), 69–75.
- Utami, S., & Karnedi, K. (2024). Enhancing students' writing paragraphs through Canva Magic AI. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, 18(2), 105. <https://doi.org/10.30595/lks.v18i2.23475>
- Yundayani. (2019). Investigating the effect of Canva on students' writing skills. *ENGLISH REVIEW: Journal of English Education*, 7(2), 169–176. <https://doi.org/10.25134/erjee.v7i2.1800>.Received
- Zakiyah, Z., Rahmawati., Annova, F. (2024). *Proceedings 5th UIN Imam Bonjol International Conference on Islamic Education "The Politics of Islamic Education in Southwest Asia: Synergy for a Better Future."* 579–587.