

Efforts to Improve Creative Writing Skills for Short Stories Through the Application of the Concept Learning Model with Canva Media

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Abstract

This study aims to: (1) To determine the increase in the ability to write creative short stories of class V students of SDN 4 Banyuasin III through the application of the *concept learning model* with Canva media; (2) To determine the percentage of increase in the ability to write creative stories of class V students of SDN 4 Banyuasin III through the application of the *concept learning model* with Canva media. This type of research is action research which is carried out in 2 cycles and each cycle consists of two meetings. This research was conducted in class V of SDN 4 Banyuasin III, Banyuasin Regency. Data collection technique conducted through test activities. The results of this study indicate that: (1) Through the application of the *Concept Learning learning model* with Canva Media, the ability of class V students of SDN 4 Banyuasin III to write creative short stories can be improved; (2) The percentage increase in the ability of class V students of SDN 4 Banyuasin III to write creative short stories from cycle I to cycle II is 12.55%.

Keywords: Concept Learning Model with Canva Media, Creative Writing of Short Stories



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Introduction

The learning process is an interaction between teachers and students to transfer knowledge, skills, and values (Sagala, 2015). Teachers play an important role in the success of learning, especially in guiding students holistically (Sabrina Syifaurrehman et al, 2021), (Wijaya et al, 2023) and (O'Flaherty & McCormack, 2019). One of the basic skills that students need to master from an early age is reading and writing, where writing is seen as a productive and complex skill that requires special practice and a process that involves thinking and creativity.

Writing is a means of indirect communication that allows individuals to express ideas, thoughts, and experiences in writing (Triami, O, 2024) and (Kasupardi, 2012). In practice, writing is not just about writing words, but requires a process of reading, research, and editing. Unfortunately, writing learning in schools is often not optimal due to monotonous teaching methods, lack of direct practice, and minimal student participation in creative writing activities such as short stories according to research results by (Wulansari, R. (2017), (Kingdo, J., 2017), (Latifah, R. 2020), (Sari, DP 2021)

One of the relevant learning models is concept learning, which provides space for students to understand and develop ideas systematically. This model can be integrated with technology-based learning media, such as the Canva application, to increase students' interest and skills in writing (Risnawaty et al. (2025). Canva is considered effective in presenting learning visually and interactively

(Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019) , thus helping students better understand the material and channel their creativity (Larasati, M. (2024) .

SD Negeri 4 Banyuasin III, the creative writing ability of fifth grade students is still low, with only 34.62% of students achieving the KKM score. This shows the need for innovation in the learning process. This classroom action research aims to improve students' short story writing skills through the application of the concept learning model combined with Canva media. This approach is expected to be a solution to improve students' understanding and writing skills creatively and enjoyably.

Methods

This research was conducted in Class V of Elementary School 4 Banyuasin III, Banyuasin Regency. Public Elementary School 4 Banyuasin III, Banyuasin Regency is located at Palembang – Betung Road KM 36, Hamlet III, Langkan Village. In its implementation, the researcher was assisted by the principal and two teachers as observers to ensure that the activities went according to plan. The method used was Classroom Action Research (CAR), which aims to improve the learning process and improve the quality of student learning outcomes. CAR allows teachers to be reflective in evaluating and improving their teaching practices through a cycle of action, observation, and reflection. (Arikunto, 196 :2015) .

The PTK model used in this study is the spiral from Kemmis and Taggart, which consists of four stages: planning, action, observation, and reflection. This study focuses on the ability to write creative short stories through the *concept* learning model and the use of canva media. At the planning stage, researchers identify problems through initial observations, prepare evaluation tools, research instruments, and supporting facilities. This activity also includes managing permits and studying supporting literature.

The implementation stage of the action is carried out in accordance with the steps of the *concept* learning model and the use of Canva media. The researcher obtained this data from three planned research stages, namely the first stage of test data will be obtained during the implementation of pre-action research. The second stage is obtained during the implementation of cycle I, and the third stage is obtained during the implementation of cycle II . Observations are made during the action process, with observations of student learning activities and the implementation of the learning model by the teacher. This observation is important as a basis for the reflection stage, and is documented through notes, photos, and evaluations by observers.

In the reflection stage, the results of observations and evaluations are analyzed to determine the effectiveness of the actions taken. If deficiencies are still found, improvements will be made in the next cycle. The evaluation is carried out by giving students a written test consisting of five essay questions. Data analysis techniques are carried out by calculating the average and percentage of student learning completion. Students are said to have completed if they get a score of ≥ 65 . Classical success is achieved if at least 85% of students in a class obtain a passing grade. Data collection techniques include observation, documentation, and tests. Written tests are assessed using an assessment rubric that includes five aspects: theme, main character, setting, story characters, and story moral. Each aspect has a maximum score of 20. Data validation is done by combining observation results and test results. Assessment of the success of the action is based on the increase in scores from the pre-cycle to cycle II. If students show significant improvement according to the established criteria, then the application of the *concept learning* model with Canva media to improve the short story analysis skills of class V students of SDNegeri 4 Banyuasin III is considered effective.

Results and Discussions

1. Results

This research is a classroom action research (CAR) conducted in class V of SD Negeri 4 Banyuasin III with 26 students, consisting of 15 male students and 11 female students. The background of this research is the low ability of students to write creative short stories due to learning methods that are still conventional and do not involve student activity. To overcome this

problem, the researcher applied a *concept learning model* assisted by Canva media for two cycles, each consisting of two meetings lasting 2x35 minutes.

The evaluation results at the pre-action stage showed that only 9 out of 26 students (34.61%) achieved a score of ≥ 70 according to the Learning Objectives Achievement Criteria (KKTP), while 17 students (65.39%) had not completed it. In cycle I, the number of students who completed it had not increased, remaining at 9 students (34.61%) with an average score of 73.5, so the action was continued to cycle II. In cycle II, there was a significant increase, namely 24 students (92.30%) achieved completion, with an average score of 84.11. Because classical completion had exceeded 85%, the research was not continued to the next cycle.

Pre-action data and evaluation results show that the main weakness in creative writing learning in class V of SD Negeri 4 Banyuasin III lies in the method used by the teacher, namely conventional lectures that are less interesting and do not provide space for creative exploration of ideas. This causes low student motivation and participation in writing learning. With the application of concept learning and the use of Canva as a visual-interactive media, learning becomes more interesting and is able to significantly improve students' creative writing skills.

The implementation of classroom action was carried out in class V of SDN 4 Banyuasin III in the even semester of the 2025/2026 school year with 26 students. The first meeting of Cycle I was held on January 14, 2025 and was observed by the principal and two fellow teachers. The researcher applied the concept learning model assisted by Canva media with steps starting from apperception, delivery of creative short story writing material, practice using Canva, to learning reflection. During the process, activities were systematically observed by the three observers. The results of the observations showed that there were still several weaknesses, such as the learning objectives had not been conveyed, the delivery of material was not coherent, the size of the media was not clearly visible, and the lack of student involvement during reflection and conclusion of the material.

In addition, the results of observations of student activities showed that student attendance was very good, but their participation, concentration, and responsibility were still in the sufficient category. Reflection at the end of the first meeting showed that improvements needed to be made, such as conveying learning objectives at the beginning, presenting materials more systematically, enlarging visual media, giving students space to answer questions, and maintaining conducive classroom conditions during the use of the Canva application. All of this input is the basis for replanning for the implementation of the next cycle so that learning to write creative short stories runs more optimally and students can be more active and understand the material well.

The implementation of cycle II, the second meeting was held on February 5, 2025, which was attended by the principal and two fellow teachers as observers. The researcher designed a learning scenario using the concept learning model with the help of Canva media, and prepared evaluation tools and observation sheets. The learning process was carried out in systematic stages, starting from apperception, conveying objectives, presenting materials, providing examples, reflection, to evaluation. The results of observations from the three observers showed that learning had improved compared to the previous meeting, but there were still suggestions regarding the use of time, supervision during evaluation, and optimization of learning media.

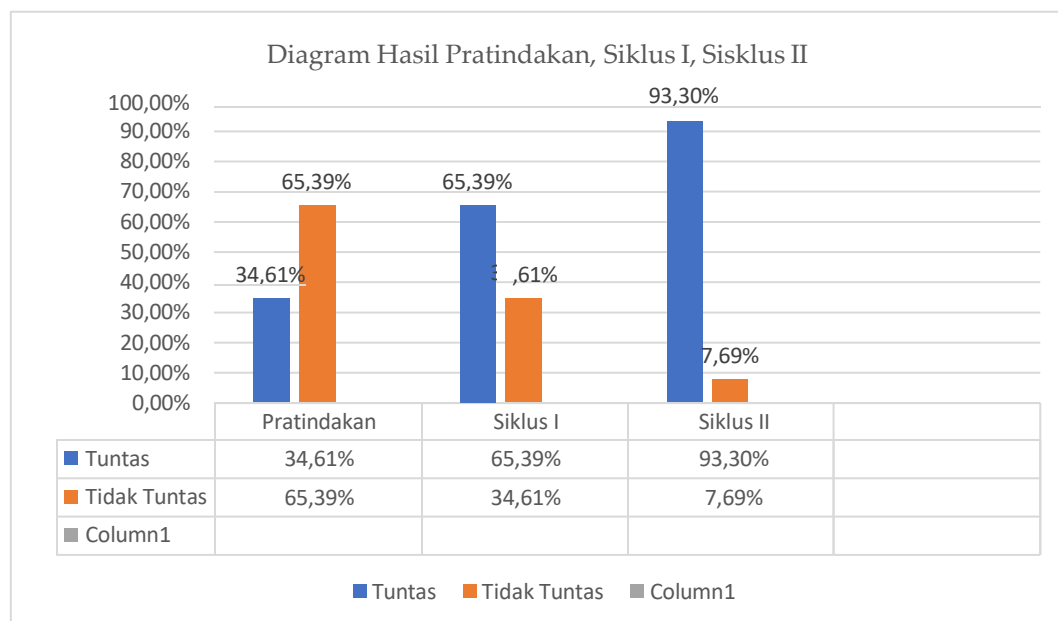
The results of observations of student activities on 26 students showed a very good level of participation and concentration in learning. The final evaluation showed that 24 students (92.30%) achieved a passing grade according to the KKTP, with a class average of 84.11. Based on classical completion ($\geq 85\%$ of students completed), the learning was declared successful and did not need to be continued to the next cycle. Two students who have not achieved completion will be given further guidance. Thus, the application of the Canva media-based concept learning model has proven effective in improving the short story writing skills of grade V students of SD Negeri 4 Banyuasin III.

2. Discussion

In the implementation of cycle I, out of 26 fifth grade students of SD Negeri 4 Banyuasin III, only 17 students (65.39%) obtained a score of ≥ 70 according to the KKTP, with an average score of 73.5. These results indicate that classically learning has not been completed because it has not reached the 85% completion limit. Observers provided input that the implementation of learning, especially the application of the concept learning model, was not optimal and learning media had not been utilized optimally. Therefore, improvements were made in cycle II by refining the learning steps and utilizing Canva media more interactively. According to Alti's opinion (2022:172), Canva media is a digital visual-based learning media based on online graphic design which is used as a tool or media in the teaching and learning process to deliver material in an interesting, interactive, and easy-to-understand way for students.

In cycle II, there was a significant increase. A total of 24 students (92.30%) had achieved a score of ≥ 70 , with an average class score of 84.11. Student participation and interest also increased, as seen from their activeness during the learning process of writing short stories through Canva media (Munir (2017:99). This shows that the application of the concept learning model accompanied by the use of interactive visual media can improve students' understanding and writing skills effectively (Mayer (in Slavin, 2018: 213). Comparison of values between pre-action (64.11), cycle I (73.5), and cycle II (84.11) shows a gradual and consistent increase.

Overall, the application of the concept learning model with Canva media has a positive impact on student learning outcomes according to (Rahayuningsih, (2023: vii) and (Kalani (2009: v). There was an increase in the average value of 22.91% from pre-action to post-action. These results are in line with previous studies that used similar learning models even though with different objects and media. With classical completeness reaching more than 85% in cycle II, the research was declared complete, and learning was declared successful in improving the creative writing skills of short stories of class V students of SD Negeri 4 Banyuasin III.



Picture 1. Diagram Hasil Pratindakan, Siklus I, Sisklus II

Conclusion

The implementation of the *concept* learning model with the help of Canva media effectively increases the activity and learning outcomes of fifth grade students of SD Negeri 4 Banyuasin III in writing creative short stories. Students become more active during learning, and their learning outcomes increase significantly from pre-action to cycle II. The average student score in the pre-action was 68.47 , increasing to 82.69 in cycle I with 80.77% completion, and increasing again to 93.07 in cycle II with 96.16% completion. The percentage increase in the average score from pre-action to cycle I was 20.77 % , and from cycle I to cycle II was 12.55%.

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