



Development of Canva-Assisted Malay Culture-Based Teaching Materials for Writing Explanatory Texts for Eleventh-Grade Students

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Abstract

This study was motivated by the limited use of digital teaching materials that support the learning of explanatory text writing while integrating local cultural values into Indonesian language instruction. This condition indicates the need to develop teaching materials that help students better understand the structure, linguistic features, and writing process of explanatory texts while fostering an appreciation of local cultural values. This study aimed to describe the development procedure as well as the form and structure of Canva-assisted interactive teaching materials for writing explanatory texts based on Malay culture for eleventh-grade students. The study employed a Research and Development (R&D) method using the Borg and Gall model, modified by Sugiyono into seven stages: identifying potential and problems, data collection, product design, design validation, design revision, product testing, and product revision. The research subjects consisted of material experts, media experts, language experts, Indonesian language teachers, and eleventh-grade students at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan. Data were collected through observation, interviews, questionnaires, and tests, and were analyzed using descriptive quantitative and qualitative techniques. The findings indicate that the developed teaching materials have an appropriate form and structure. The validation results showed that the materials were categorized as highly feasible, with an average validation score of 86.93%. The practicality test revealed that teachers' responses fell into the highly practical category, while students' responses across all classes indicated that the materials were highly needed, with percentages exceeding 85%. Furthermore, the effectiveness test demonstrated that the teaching materials significantly improved students' explanatory text writing skills. At SMA Negeri 1 Kepenuhan Hulu, the average pretest score increased from 56.00 to 83.89 in the posttest. Similarly, at MA Swasta Kepenuhan, the average pretest score improved from 55.60 to 82.93 in the posttest. Therefore, the Canva-assisted Malay culture-based teaching materials for writing explanatory texts are considered valid, practical, and effective, making them suitable for use in Indonesian language learning for eleventh-grade students.

Introduction

Teaching materials used in the learning process are essential components required to support classroom instruction. The utilization of technology that integrates various multimedia elements enables learning materials to be more easily understood and applied by students, thereby creating more effective learning media (Charlina & Rasdana, 2024; Chisunum &

Nwadiokwu, 2024; Staneviciene & Žekienė, 2025; Hasanah et al., 2023; Abuhassna et al., 2024). The development of digital and interactive teaching materials has increasingly become an important approach in responding to students' learning needs and providing greater flexibility in accessing instructional content (Ramdhani, 2024; Huda, 2024; Munna et al., 2024). Teaching materials that are systematically designed and developed facilitate a more structured, effective, and efficient learning process. They are not merely collections of information but sets of instructional materials organized according to the curriculum, students' needs, and the expected learning outcomes. The availability of teaching materials provides teachers with clear guidance in planning, implementing, and evaluating instruction (Bendera et al., 2022; Manizabayo & Kachchhap, 2025; Hsiao & Chang, 2024). Meanwhile, students can understand the learning content more easily because the materials are presented in a structured, logical, and coherent manner. Furthermore, well-designed teaching materials enable students to learn independently according to their individual learning styles and pace. The development of digital teaching materials has also been associated with greater accessibility, allowing students to use learning resources beyond the limitations of classroom instruction (Yaqin et al., 2024; Arifudin, 2025; Alenezi et al., 2023; Waang, 2023).

Teaching materials play a crucial role in the learning process. They should be varied to enhance students' learning interest, one of which is through the use of interactive teaching materials. Interactive teaching materials can provide opportunities for students to engage directly with learning content and learning activities rather than simply receiving information passively. Recent development research has demonstrated that interactive teaching materials can be designed to support active learning and accommodate the characteristics of Indonesian language instruction (Yani et al., 2026; Huda et al., 2025; Nabila et al., 2025). The importance of interactive teaching materials lies in their ability to encourage students to actively participate in the learning process. In addition, they help create a more engaging, well-directed learning environment and assist students in understanding the subject matter more effectively. Digital learning resources that combine accessible content and interactive activities can also support students' motivation and participation in learning (Rofi'i et al., 2022). Selecting appropriate teaching materials enables students to better comprehend the content, particularly in learning explanatory texts, which emphasize mastery of text structure, linguistic features, and logical and analytical thinking skills. Research on the development of explanatory-text e-modules has demonstrated the relevance of integrating digital materials and local wisdom into the teaching of this genre (Mulyadi et al., 2023; Arifin & Ramadhan, 2025; Aniskasari et al., 2025). Therefore, teaching materials are expected to assist both teachers and students in achieving the learning objectives of explanatory text writing.

Based on observations and interviews conducted by the researcher with Indonesian language teachers at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan, it was concluded that the teaching materials currently used remain conventional. Teachers still rely on printed textbooks, while the instructional method is predominantly lecture-based. Learning problems are also caused by the limited use of instructional media, as teachers mainly utilize whiteboards and non-interactive PowerPoint presentations that are only accessible during classroom instruction, preventing students from reviewing the materials independently at home. The difficulties encountered in teaching explanatory text writing are largely associated with the teaching materials, instructional methods, and learning media, which make students feel less motivated, easily bored, and capable of understanding the concepts but unable to apply them effectively in writing. Such conditions reinforce the importance of developing teaching materials that are more responsive to students' learning contexts and needs. Studies of

Indonesian language instruction have similarly identified the need for more relevant and innovative teaching materials, particularly those that connect learning content with students' immediate environments (Wicaksana & Sudiatmi, 2021; Grapin et al., 2023; Mamba, 2024; Kazazoglu, 2025; Wu et al., 2023).

Therefore, there is a need to develop more interactive teaching materials that accommodate various student learning styles. Such materials are expected to incorporate visual, audio, or multimedia elements to make learning more attractive and easier to understand. Interactive teaching materials are expected to encourage students to become more actively engaged in learning, improve their understanding of the structure and linguistic characteristics of explanatory texts, and create a more effective, engaging, and enjoyable learning environment. The development of technology-based teaching materials has shown potential for providing students with flexible access to learning resources while supporting classroom and independent learning activities (Setiawan et al., 2024). Furthermore, this study integrates explanatory text writing materials with the local culture surrounding the students. The integration of local wisdom into teaching materials is increasingly recognized as an approach for making learning materials more relevant to students' social and cultural contexts (Gumono et al., 2022).

Integrating Malay culture into explanatory text learning provides numerous benefits for students. Learning becomes more contextual because the processes or stages described in explanatory texts can be presented through examples closely related to the students' cultural and social environment, making the material easier to understand. Moreover, using Malay culture as the learning context can enhance students' interest and motivation because the materials become more authentic, engaging, and meaningful. Previous research has demonstrated that teaching materials incorporating local wisdom can contribute to students' motivation and engagement because the learning content is connected to familiar cultural experiences (Ismiyani, 2021). The use of culturally relevant materials can also support the development of students' cultural literacy and strengthen their understanding of local identity (Arif et al., 2022). This approach also helps students recognize and appreciate the richness of Malay traditions as part of their local cultural heritage. Research on local wisdom-based teaching materials has shown that integrating cultural elements into learning can provide educational value while strengthening students' awareness of their cultural environment (Sriyati et al., 2021).

Examples of themes included in the explanatory text materials are the cultural traditions found in the Malay marriage customs of Rokan Hulu, particularly the *merisik* and *tepung tawar* traditions. The *merisik* tradition in Rokan Hulu Malay culture is the initial stage of a traditional Malay marriage process, in which the prospective groom's family seeks information about the prospective bride. During this stage, respected elders or family representatives investigate the woman's background, including her marital status, character and morals, family background (clan), and compatibility with the groom's family. The primary purpose of the *merisik* tradition is to ensure that the prospective couple is compatible in terms of customs, religion, and family before proceeding to the next stage of marriage, such as the engagement ceremony. This process is also intended to prevent situations that conflict with established cultural customs. The use of culturally specific traditions as instructional content is consistent with previous studies demonstrating that local cultural practices can be transformed into meaningful learning resources and teaching materials (Andriani & Andra, 2023). In the context of Malay cultural education, local traditions can also contain educational and character values that are relevant to students' learning experiences (Solehat et al., 2025). Thus, the *merisik* and *tepung tawar* traditions provide contextual cultural content that can be integrated into explanatory text

learning while simultaneously introducing students to the cultural heritage of the Rokan Hulu Malay community.

The researcher identified several previous studies relevant to this research. First, Kharisma and Rahayu (2021) conducted a study entitled *"Timorese Local Wisdom as a Source of Descriptive Text Teaching Materials for Junior High School Students."* Using the 4D development model (Define, Design, Develop, Disseminate), they produced a descriptive text textbook that can be used as a learning resource for junior high school students. Their study demonstrated that utilizing local wisdom as a source of learning materials can improve students' motivation and descriptive writing skills while providing an alternative approach to developing teaching materials that reflect regional cultural contexts.

Second, Chandra Sudarta (2023) conducted a study entitled *"Development of Descriptive Text Writing Teaching Materials Based on Ende Local Cultural Values for Seventh-Grade Junior High School Students."* The final product was descriptive text teaching materials based on the local cultural values of Ende. This study employed a quantitative approach using the ADDIE development model.

Third, Kholilatuz Zuhria (2024) conducted a study entitled *"Development of Integrative Interactive Digital Teaching Materials for Teaching Expository Text Writing for Tenth-Grade Senior High School Students."* The study produced a digital book in Flip format called BUDESI (Buku Digital Eksposisi). The research employed the R2D2 (Reflective, Recursive, Design, and Development) model. The findings indicated that the integrative interactive teaching materials were feasible and suitable for implementation in teaching expository text writing.

Fourth, Fatima Zahro (2024) conducted a study entitled *"Development of Indonesian Language Teaching Materials Integrated with Islamic Values Using Book Creator at MI Darussalam 02 Puger, Jember."* This study produced a digital e-book using the Research and Development (R&D) approach with the Borg and Gall development model. The results showed post-test scores of 71.42% for Group A and 23.07% for Group B, indicating that the teaching materials were effective for Indonesian language instruction integrated with Islamic values.

Fifth, Liyana (2024) conducted a study entitled *"Development of Digital Teaching Materials for Descriptive Text Writing Incorporating Local Wisdom through a Multiliteracy Model for Junior High School Students."* The study employed the Research and Development (R&D) approach using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The resulting product was an e-book containing descriptive text writing materials based on West Java local wisdom. Expert validation indicated that the teaching materials were highly feasible, while school trials demonstrated improvements in students' writing abilities and positive responses toward the digital media, with an average student satisfaction score of 85.5%. This study further confirms that local wisdom-based teaching materials effectively improve writing skills while utilizing digital media to create more engaging learning experiences.

Based on these previous studies, the development of interactive teaching materials has been proven to improve both the quality of learning and students' writing skills. However, the development of explanatory text writing teaching materials specifically based on Malay culture for eleventh-grade students remains limited. Therefore, this study offers a novel contribution by integrating Malay cultural values into Canva-assisted digital teaching materials and evaluating their validity, practicality, and effectiveness. This research aims to develop Canva-assisted Malay culture-based teaching materials for explanatory text writing that are valid,

practical, and effective, making them suitable for use in Indonesian language learning for eleventh-grade students.

Method

Research Design

This study employed the Research and Development (R&D) method using the Borg and Gall development model, which was simplified by Sugiyono (2016) into seven stages: (1) identifying potential and problems, (2) data collection, (3) product design, (4) design validation, (5) product revision, (6) product testing, and (7) final revision to produce the final product. This model was selected because it provides systematic procedures for developing teaching materials that are valid, practical, and effective.

Research Sites

The research was conducted at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan, located in Rokan Hulu Regency. These research sites were selected based on the need to develop Malay culture-based teaching materials that are appropriate to the characteristics of the students and the school environment.

Research Participants

The research participants consisted of nine validators, including three subject-matter experts, three media experts, and three language experts, as well as Indonesian language teachers and eleventh-grade students from both schools. A limited trial was conducted in the control class, while the field trial was carried out in the experimental class to evaluate the feasibility of the developed teaching materials.

Data Collection

The study employed both qualitative and quantitative data. Qualitative data were obtained through interviews, observations, and suggestions from the validators. Quantitative data were collected using needs analysis questionnaires, validation questionnaires, teacher and student response questionnaires, and explanatory text writing tests administered during the pretest and posttest stages.

Research Instruments

The research instruments included interview guidelines, observation sheets, needs analysis questionnaires, expert validation questionnaires, teacher and student response questionnaires, and explanatory text writing tests. These instruments were used to collect data regarding users' needs, as well as the validity, practicality, and effectiveness of the developed teaching materials.

Data Analysis

The data were analyzed using both qualitative and quantitative descriptive methods. Validation data and teacher and student responses were analyzed using percentage scores to determine the feasibility and practicality of the teaching materials. Test results were analyzed using normality tests, homogeneity tests, and hypothesis testing to evaluate the effectiveness of the teaching materials in improving students' explanatory text writing skills. Qualitative data in the form of feedback from the validators were used as the basis for revising the product until the final version was considered suitable for implementation.

Result and Discussion

Prosedur Pengembangan Teaching Materials for Writing Explanation Texts Based on Malay Culture Assisted by Canva

This study produced a digital interactive teaching material for writing explanation texts based on Malay culture using Canva for Grade XI senior high school students. The product was developed using the Research and Development (R&D) model of Borg and Gall, modified by Sugiyono into seven stages: (1) identifying potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, and (7) final product revision. These stages were carried out systematically to ensure that the product met the criteria of validity, practicality, and effectiveness as an Indonesian language teaching material.

The first stage, identifying potential and problems, aimed to examine the actual conditions of explanation text writing instruction in schools. Data were obtained through classroom observations, interviews with Indonesian language teachers, and an analysis of the teaching materials used at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan. The findings revealed several issues: the existing teaching materials were still conventional and primarily textbook-based; interactive digital media had not been optimally utilized; students experienced difficulties in generating ideas, organizing the structure of explanation texts, and applying appropriate language features; and the instructional materials rarely incorporated Malay cultural contexts that were familiar to students.

The second stage, data collection, was conducted to provide the foundation for product development. Data were gathered through teacher and student needs analysis questionnaires, curriculum analysis, analysis of explanation text materials, and a review of the teaching materials currently in use. The teacher needs analysis identified instructional requirements from the educators' perspective, while the student needs analysis explored learning needs from the perspective of the primary users.

The third stage, product design, involved developing the instructional product based on the results of the needs analysis. The researcher designed and developed an interactive digital teaching material for writing explanation texts based on Malay culture using Canva for Grade XI students. The product included the teaching material identity, user guide, learning objectives, explanation text materials, sample explanation texts featuring Malay cultural themes, instructional videos, and quizzes. This stage also involved preparing the research instruments and designing the initial product prototype.

The fourth stage, design validation, was conducted by nine validators consisting of three subject-matter experts, three media experts, and three language experts. The purpose of the validation was to ensure that the product met the required standards in terms of content, media presentation, and language before being implemented in classroom instruction. In addition to completing the validation instruments, the validators also provided comments and suggestions for product improvement.

Based on the validation results, several revisions were made to the teaching materials. These revisions included redesigning the cover to better suit the senior high school level, improving color contrast to enhance visual appeal, adjusting font sizes in several sections to improve readability, and refining the use of standard Indonesian spelling, particularly regarding capitalization and the introductory section. These improvements were made according to the

validators' recommendations to ensure that the product met the established quality standards for instructional use.

The validation results indicated that the Canva-assisted Malay culture-based teaching material received very positive evaluations from all validators. In terms of content, the material achieved a score of 89.78%, categorized as highly valid. This result demonstrates that the content is aligned with the intended learning outcomes, instructional objectives, the characteristics of Grade XI students, and the explanation text curriculum. Furthermore, the integration of Malay culture through themes related to the traditional marriage customs of the Rokan Hulu Malay community enriched the learning content and enhanced its contextual relevance.

Regarding the media aspect, the teaching material obtained a score of 82.67%, also classified as highly valid. This indicates that the visual design, layout, color selection, images, navigation, and the use of Canva met the standards for effective instructional media. Canva enabled students to access the materials digitally while providing a more interactive learning experience than conventional printed materials, thereby increasing student engagement during the learning process.

For the language aspect, the teaching material received a score of 85.33%, categorized as highly valid. This result indicates that the language used was grammatically accurate, communicative, and appropriate for the students' level of understanding. The use of simple and age-appropriate language facilitated students' comprehension of the materials. Nevertheless, the validators recommended several minor revisions concerning spelling, punctuation, and consistency in terminology, which were subsequently addressed during the revision stage.

Table 1. Results of the Teaching Material Design Validation

Validation Aspect	Percentage (%)	Category
Subject Matter Expert	89.78	Very Feasible
Media Expert	82.67	Very Feasible
Language Expert	85.33	Very Feasible
Average	85.93	Very Feasible

Based on Table 1, the average validation score reached 85.93%, which falls into the highly valid category. This result indicates that the developed teaching material met the criteria for content quality, media presentation, and language use, making it suitable for classroom implementation after revisions based on the validators' recommendations. The high validation score demonstrates that the teaching material was designed in accordance with the learning needs of explanation text writing and has the potential to serve as an effective digital teaching resource that supports local culture-based learning.

These validation results are consistent with the established criteria for quality teaching materials, which require adequate content, presentation, and language aspects to effectively support students in achieving the intended learning outcomes. Therefore, the Canva-assisted teaching material for writing explanation texts based on Malay culture was considered appropriate to proceed to the design revision stage before product implementation.

The fifth stage was the design revision. This stage was conducted after the product had been evaluated by the validators through the validation process. The purpose of the validation was to assess the feasibility of the Canva-assisted Malay culture-based teaching material before it was used in the product trial. Through this stage, the researcher obtained comments, suggestions, and recommendations from subject-matter experts, media experts, and language

experts. Their feedback served as the basis for improving aspects of the product that required refinement. The revisions were intended to make the teaching material more appropriate, attractive, user-friendly, and suitable for Grade XI Indonesian language instruction.

Revisions based on the media experts' recommendations primarily focused on the visual aspects of the product. Improvements included using more harmonious color combinations and enhancing image quality. One media expert commented, *"The teaching material is already attractive and interactive; however, several sections of the layout should be improved to make them more comfortable to read. The contrast between the text and the background should be enhanced so that students can understand the material more easily."*

Revisions based on the language experts' recommendations focused on linguistic accuracy. Although the language used in the teaching material was considered communicative and appropriate for Grade XI students, several improvements were required, particularly regarding spelling, capitalization, punctuation, and consistency in the use of terminology.

The comments and suggestions provided by the validators served as the foundation for refining the teaching material. Revisions were made to the content, visual appearance, and language without altering the core instructional material. After completing the revision process, the teaching material was considered ready for product testing to evaluate its practicality and effectiveness in teaching students to write explanation texts based on Malay culture.

The sixth stage was the product trial, which aimed to evaluate the practicality and effectiveness of the teaching material in teaching explanation text writing to Grade XI students. The trial was conducted at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan, involving Indonesian language teachers and Grade XI students as the users of the developed teaching material.

The practicality of the teaching material was evaluated through teacher and student response questionnaires administered after the learning activities. The evaluation covered ease of use, material presentation, media appearance, instructional usefulness, and learning implementation. The teacher responses indicated highly positive evaluations from both schools. The Indonesian language teacher at SMA Negeri 1 Kepenuhan Hulu awarded a score of 46 (92%), while the teacher at MA Swasta Kepenuhan gave a score of 45 (90%). Both results fall into the highly practical category, indicating that the teaching material is easy to use, appropriate for instructional needs, and suitable for implementation in Indonesian language classes. The teachers also noted that the systematic presentation of the material, its suitability for senior high school students, and the integration of Malay culture contributed to more effective instruction in writing explanation texts.

Similarly, the student responses were highly positive. In Grade XI at SMA Negeri 1 Kepenuhan Hulu, the teaching material obtained a practicality score of 84.34%, categorized as highly practical. At MA Swasta Kepenuhan, the material received a score of 84.20%, also classified as highly practical. Overall, student responses exceeded 80%, placing all results within the highly practical category. These findings indicate that the Canva-assisted teaching material based on Malay culture possesses a very high level of practicality.

The positive responses from students demonstrate that this interactive teaching material successfully met their learning needs through appropriate content presentation, ease of use, and the integration of Malay cultural elements, making the learning process more contextual and meaningful. Therefore, the teaching material is considered suitable for use as an interactive instructional resource in teaching explanation text writing to Grade XI students.

Table 2. Practicality Test Results

Class	Percentage (%)	Category
Grade XI, Kepenuhan Hulu State Senior High School 1	84.34%	Very Practical
Grade XI, Kepenuhan Private Islamic Senior High School	84.20%	Very Practical

The effectiveness and practicality of the Canva-assisted Malay culture-based teaching material for writing explanation texts were evaluated through the results of the pretest and posttest administered to the control and experimental classes at SMA Negeri 1 Kepenuhan Hulu and MA Swasta Kepenuhan. The testing was conducted to determine the improvement in students' explanation text writing skills after participating in learning activities using the developed teaching material. Before conducting the hypothesis testing, the data were first analyzed using normality and homogeneity tests to ensure that the prerequisite assumptions for statistical analysis were satisfied.

The results from the control class (Grade XI-1) at SMA Negeri 1 Kepenuhan Hulu showed that the mean pretest score was 54.97, while the mean posttest score increased to 67.77, representing an average improvement of 12.80 points after learning with the interactive teaching material. Meanwhile, the experimental class (Grade XI-2) demonstrated a substantially greater improvement. The mean pretest score was 56.00, increasing to 83.89 on the posttest, resulting in an average gain of 27.89 points after students participated in learning activities using the Canva-based teaching material. These findings indicate that the developed teaching material contributed significantly to improving students' ability to write explanation texts, particularly in the experimental class where the Canva-assisted instructional materials were implemented.

Table 3. Mann–Whitney U Test Results for Post-Test Scores

Test Statistics	Post
Mann–Whitney U	0.000
Wilcoxon W	630.000
Z	−7.196
Asymp. Sig. (2-tailed)	< .001

Based on the Mann–Whitney U Test results presented in the table, the Mann–Whitney U value was 0.000, the Z value was 7.196, and the Asymp. Sig. (2-tailed) value was < 0.001. Since the significance value is lower than 0.05, it can be concluded that there is a statistically significant difference in the improvement of explanation text writing skills between the control and experimental classes at SMA Negeri 1 Kepenuhan Hulu. These findings indicate that the improvement achieved by students in the experimental class, who used the Canva-assisted teaching material based on Malay culture, was significantly greater than that of students in the control class, who learned using conventional teaching materials. Therefore, the Canva-assisted Malay culture-based teaching material was demonstrated to be more effective in improving students' explanation text writing skills than conventional instructional materials.

Furthermore, similar results were obtained at MA Swasta Kepenuhan. In the control class (Grade XI-A), the mean pretest score was 54.47, while the mean posttest score increased to 67.37, indicating an average improvement of 12.90 points after learning with the conventional instructional materials. In contrast, the experimental class (Grade XI-B) achieved a mean pretest score of 55.60, which increased to 82.93 on the posttest, representing an average

improvement of 27.33 points after students participated in learning using the Canva-based teaching material. The substantial difference in learning gains between the two classes demonstrates that the interactive teaching material produced significantly better learning outcomes than conventional teaching materials.

Table 4. Independent Samples t-Test for Explanatory Text Writing Ability

Variable	Levene's Test for Equality of Variances		t-Test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Ability to Write Explanatory Texts					
Equal variances assumed	3.434	.069	-20.267	58	< .001
Equal variances not assumed	—	—	-20.267	55.107	< .001

Based on the Independent Samples t-test presented in the table, the Levene's Test significance value was 0.069, which is greater than 0.05. This indicates that the variances of the control and experimental groups were homogeneous. Therefore, the results from the Equal variances assumed row were used for hypothesis testing. The analysis yielded a t-value of -20.267, df = 58, and a Sig. (2-tailed) value of < 0.001.

Since the significance value is less than 0.05, it can be concluded that there was a statistically significant difference in the improvement of explanation text writing skills between the control and experimental classes at MA Swasta Kepenuhan. These findings indicate that students in the experimental class, who learned using the Canva-assisted teaching material based on Malay culture, demonstrated significantly greater improvement in writing explanation texts than those in the control class, who used conventional instructional materials. Therefore, the Canva-assisted Malay culture-based teaching material was proven to be effective for teaching explanation text writing.

The effectiveness of the teaching material can be attributed to several factors. First, the instructional content was systematically organized according to the structure of explanation texts, enabling students to understand each stage of the writing process more easily. Second, the use of Canva enhanced the learning experience through attractive visual designs, varied presentations, and easy access to the learning materials. These features increased students' attention and engagement throughout the learning process. Furthermore, integrating Malay culture into the instructional content made learning more contextual, as students learned explanation texts through cultural phenomena closely related to their daily lives. As a result, students were able to understand the learning materials more effectively while simultaneously developing greater appreciation for their local cultural heritage.

The analysis of the pretest and posttest results, supported by statistical testing, demonstrates that the Canva-assisted teaching material based on Malay culture met the criteria for an effective interactive instructional resource. The greater learning gains achieved by the experimental groups compared with the control groups, together with the statistically significant hypothesis test results, indicate that the developed teaching material had a positive effect on improving the explanation text writing skills of Grade XI students compared with conventional teaching materials.

The seventh stage was the final product revision, which constituted the last phase of developing the Canva-assisted Malay culture-based teaching material for writing explanation texts. Revisions were carried out based on the product trial results by considering feedback from

teachers, students' responses, and the findings of the effectiveness evaluation. The purpose of this stage was to refine the teaching material so that it would better meet users' needs and function more effectively in Indonesian language instruction. The revision process resulted in a final digital teaching material that fulfilled the criteria of validity, practicality, and effectiveness. The final product contains instructional materials aligned with the intended learning outcomes while integrating Malay culture as the contextual basis for learning explanation text writing. Moreover, the use of Canva provides an attractive interface, easy accessibility, and support for independent learning, thereby increasing students' engagement during the learning process.

Form and Structure of the Canva-Assisted Malay Culture-Based Teaching Material for Writing Explanation Texts

The form and structure of the teaching material developed in this study were designed based on the needs of teachers and students identified during the preliminary needs analysis. Initial observations revealed that instruction in writing explanation texts still faced several challenges, particularly because the existing teaching materials were conventional, insufficiently engaging, and lacked contextual relevance to students' daily lives. A digital format was therefore selected because it corresponds to the characteristics of contemporary learning environments that emphasize the integration of technology into education. Grade XI senior high school students are generally familiar with digital devices such as smartphones, laptops, and tablets.

Consequently, the Canva-assisted teaching material can be used both during classroom instruction and for independent learning outside the classroom. Canva enabled the researcher to create visually appealing instructional materials by combining text, images, icons, colors, illustrations, videos, hyperlinks, and quizzes. This is consistent with the view of Hamzah and Aman (2023), who argue that interactive teaching materials should incorporate various multimedia elements, including text, images, audio, and video, to create more engaging and effective learning experiences.

The teaching material was systematically organized to provide students with a clear learning sequence. A well-designed instructional structure is essential because it guides students progressively from the introduction of concepts to the evaluation of learning outcomes. Accordingly, the teaching material consists of three main sections: the introductory section, the main content section, and the concluding section. The introductory section serves as learning orientation, the main section develops students' understanding and writing skills, and the concluding section evaluates learning outcomes while encouraging students to reflect on their learning experiences.

The introductory section includes the cover page, teaching material identity, user instructions, learning outcomes, and learning objectives. The cover introduces the teaching material through an attractive visual design. The identity section provides information on the subject, educational level, grade, main topic, learning theme, development platform, and curriculum used. The user guide helps students understand how to use the material independently, while the learning outcomes and objectives inform students of the competencies they are expected to achieve. This section provides students with clear direction before they begin studying the main content.

The main content section includes explanation text materials, concept maps, Malay culture-based sample texts, and progressively structured writing exercises. The instructional materials cover the definition, characteristics, structure, and language features of explanation texts,

providing students with the foundational knowledge required before engaging in writing activities. Concept maps are included to help students understand the relationships among key concepts within explanation texts, illustrating the connections between phenomena, cause-and-effect relationships, text structure, and linguistic features.

Examples based on Malay culture constitute an essential component of the teaching material. In this product, the sample explanation texts discuss cultural phenomena from Rokan Hulu Malay traditions, such as the custom prohibiting marriage between individuals from the same clan. These examples demonstrate how explanation texts can be used to explain cultural phenomena through cause-and-effect relationships. The general statement introduces the cultural phenomenon, the sequence of explanations describes the underlying health, social, and cultural reasons, and the conclusion illustrates how an explanation text ends with an interpretation or summary. This structure enables students to understand explanation texts not only theoretically but also through authentic examples closely related to their local community.

The progressive writing exercises are designed to guide students in developing their writing skills systematically. Rather than requiring students to write complete texts immediately, the exercises begin with analyzing text structures, identifying language features, preparing outlines, and gradually progressing to writing complete explanation texts. This step-by-step approach reflects the nature of writing as a developmental process. Writing explanation texts requires not only language proficiency but also the ability to organize ideas logically, establish cause-and-effect relationships, choose appropriate vocabulary, and apply correct text structures. Therefore, the exercises were designed to support the systematic development of students' writing competence.

The concluding section consists of evaluation and reflection activities. The evaluation component includes quizzes, a final writing assignment, and an assessment rubric. The quizzes measure students' understanding of the instructional content, while the final assignment assesses their ability to write explanation texts independently. The assessment rubric ensures objective evaluation based on several criteria, including the relevance of the content to the selected phenomenon, completeness of the text structure, logical organization of cause-and-effect relationships, appropriate use of language features, and accuracy in spelling, punctuation, and writing mechanics. Finally, the reflection section encourages students to evaluate their own learning experiences, identify challenges they encountered, and recognize the knowledge and skills they have acquired throughout the learning process.



Figure 1. Hulu Kepengungan 1 Public High School



Figure 2. Full Private MA

Conclusion

The development of interactive teaching material for writing explanatory texts based on Malay culture and assisted by Canva was successfully conducted through seven stages: identifying potential and problems, collecting data, designing the product, validating the design, revising the design, testing the product, and revising the final product. The validation results from material, media, and language experts indicated that the developed teaching material was highly valid and suitable for use in Indonesian language learning. In addition, the practicality results demonstrated that both teachers and students responded very positively to the teaching material, indicating that it was easy to use, attractive, and appropriate for classroom learning activities. The effectiveness results further confirmed the value of the developed teaching material in improving students' explanatory text writing skills. At SMA Negeri 1 Kepenuhan Hulu, the Wilcoxon test showed a significant difference between students' pretest and posttest scores in each class, with a significance value of $p < 0.001$. Furthermore, the Mann–Whitney U test revealed a significant difference in learning improvement between the control and experimental classes, also with $p < 0.001$. Similar results were found at MA Swasta Kepenuhan, where the Independent Samples *t*-Test showed a significance value of $p < 0.001$, confirming a significant difference between the two groups. These findings demonstrate that students who used the Malay culture-based Canva teaching material achieved greater improvements than those who used conventional teaching materials. The developed teaching material provides an interactive and systematic learning resource that integrates Indonesian language instruction with Malay cultural values. Through explanations, cultural examples, writing exercises, quizzes, evaluations, and reflection activities, the material guides students through the complete process of writing explanatory texts. Therefore, the Canva-based Malay culture interactive teaching material is considered valid, practical, and effective and can be used as an alternative teaching resource for improving explanatory text writing skills among eleventh-grade students.

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