DEVELOPING CANVA-BASED NARRATIVE WRITING MATERIALS INCORPORATING KARO LOCAL LEGENDS FOR GRADE X STUDENTS

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ABSTRACT

This study developed Canva-based narrative writing teaching materials incorporating Karo local legends for Grade X students at SMAN 1 Sinembah Tanjung Muda Hilir. Employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research and development model, the study addressed a critical pedagogical gap between Kurikulum Merdeka expectations and available classroom resources. The product featured two learning units The Legend of Lau Kawar and The Legend of Si Beru Dayang structured around the Writing Process Approach. Expert evaluations yielded "Very Valid" categories with scores of 90% from the material expert, 94% from the language expert, and 94% from the media expert. Furthermore, classroom implementation involving 29 students and the English teacher demonstrated exceptional practicality, achieving a 90.00% rating from the teacher and an average of 90.41% from the students, categorized as "Very Practical." These findings indicate that integrating local cultural content, digital design platforms, and scaffolded writing stages provides an effective, culturally responsive supplementary resource for EFL narrative writing instruction.

Keywords: Canva, Karo Local Legends, Narrative Writing

A. Introduction

English plays a pivotal role in Indonesian secondary education, particularly under the Kurikulum Merdeka, where Phase E emphasizes students' competence in producing diverse written and oral genres tailored to communicative objectives, text structures, and appropriate linguistic features (Merdeka Curriculum, 2024). Among the required competencies, narrative writing is essential for developing academic literacy and expressive capabilities. Writing, however, is a complex cognitive and linguistic skill requiring students to generate ideas, organize them logically, and apply suitable discourse conventions (Hyland, 2019). Effective writing instruction thus demands a structured, multi-stage process encompassing planning, drafting, revising, and editing as encapsulated in the writing

process approach (Graham & Harris, 2023). Within narrative contexts, students must master generic structures (orientation, complication, resolution) and coherent storyline organization to convey meaningful narratives (Afryaningsih, 2023; Zalukhu, 2023).

Despite the pedagogical emphasis on process-oriented writing, real-world classroom practices frequently reveal a substantial gap between curriculum expectations and available instructional media. Based on preliminary observations conducted on November 26 and December 1, 2025, in Grade X³ at SMAN 1 Sinembah Tanjung Muda (STM) Hilir, alongside an in-depth interview with the English teacher (Remita Sari Br Ginting, S.Pd.) and document analysis of current teaching modules and textbooks, several persistent challenges emerged. First, existing instructional materials provided limited scaffolding for students through the systematic stages of writing. As emphasized by Sihite et al. (2024), designing structured and interactive digital writing resources is vital to guide learners effectively through the complexities of writing. Teachers relied heavily on commercial textbooks and dictation, leaving students struggling to brainstorm and structure stories coherently. Second, current learning resources lacked contextual relevance, presenting generic narrative examples that failed to tap into students' immediate cultural experiences. Third, digital learning tools were underutilized, resulting in static, visually unstimulating learning materials.

To address these empirical limitations, contextualizing narrative learning through local wisdom offers a promising solution. Danandjaja (2002) notes that local legends carry rich pedagogical and cultural values that provide familiar mental frameworks for learners, making idea generation more intuitive. For students at SMAN 1 STM Hilir, Karo local legends such as Lau Kawar and Si Beru Dayang offer culturally resonant narrative contexts. Furthermore, presenting these local stories through modern digital platforms like Canva can enhance visual engagement and interactivity. Visual media in language instruction stimulates active participation, broadens imagination, and supports creative expression (Nugroho & Fitriani, 2021).

Furthermore, empirical evidence demonstrates that integrating Canva into secondary writing instruction significantly enhances students' engagement, visual organization, and overall writing achievement (Harahap et al., 2024). Thus, integrating Canva, Karo local legends, and the Writing Process Approach creates a powerful synergy for contextualized writing instruction (Ritonga et al., 2022; Sakolan, 2021).

Although previous studies have investigated digital platforms and culturally responsive materials, critical research gaps remain. Sihite et al. (2024) developed digital media-based materials for secondary learners, while Harahap et al. (2024) examined the impact of Canva on tenth-grade students' writing performance; however, these studies did not integrate local wisdom or process-oriented narrative writing frameworks. Similarly, Hardiana et al. (2024) developed Canva-based learning materials using the ADDIE model but did not incorporate Karo folklore or a process-based writing framework. Likewise, Masri et al. (2025) explored local wisdom-based materials using the 4D model, yet focused on different cultural contexts and media platforms. To date, limited research has systematically integrated Karo local legends into Canva-designed materials structured explicitly around the stages of the Writing Process Approach for Grade X EFL learners.

To fill this contextual and methodological gap, this study developed Canva-based narrative writing teaching materials incorporating Karo local legends via the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation). The research specifically aimed to describe the development process of the materials, evaluate the validity of the developed instructional materials through expert judgment (material, language, and media experts), and assess the practicality of the materials based on teacher and student responses during classroom implementation. The scope of this research was confined to 29 Grade X^3 students at SMAN 1 STM Hilir, focusing on two narrative units (The Legend of Lau Kawar and The Legend of Si Beru Dayang). By establishing the validity and practicality of this product, this study contributes theoretically to digital-based local wisdom integration in ELT and

practically provides English educators with an innovative, curriculum-aligned supplementary material.

B. Methods

This study employed a Research and Development (R&D) design using the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) to produce Canva-based narrative writing teaching materials incorporating Karo local legends for EFL learners (Branch, 2009). Following the systematic design procedures recommended by Sihite et al. (2024) for digital instructional materials, the research was conducted at SMAN 1 Sinembah Tanjung Muda (STM) Hilir, a senior high school situated in a Karo culturally dominant region in North Sumatra. The implementation and practicality testing involved 29 Grade X³ students (12 males and 17 females) in the second semester of the 2025/2026 academic year, selected via purposive sampling based on curriculum alignment and teacher recommendation. The English subject teacher, Remita Sari Br Ginting, S.Pd., participated as both a content validator and a respondent for practicality evaluation.

The research procedure followed the five iterative stages of the ADDIE model. In the Analysis phase, a preliminary needs analysis was executed through classroom observations on November 26 and December 1, 2025, semi-structured teacher interviews, student questionnaires, and document analysis of the Kurikulum Merdeka Phase E learning outcomes (CP), objectives (TP), and existing textbooks. In the Design phase, the instructional module was conceptualized into two units (Unit 1: The Legend of Lau Kawar and Unit 2: The Legend of Si Beru Dayang), structuring tasks from guided to independent writing following the Writing Process Approach. During the Development phase, the digital learning modules were authored on Canva. The initial product underwent a single round of expert validation by three specialists evaluating content suitability, language appropriateness, and media design, respectively. In the Implementation phase, the revised materials were trialed across two 2 × 45-minute sessions on May 19 and May 25, 2026, where students

accessed the Canva materials via smartphones. Finally, in the Evaluation phase, formative evaluations were conducted at each development step, culminating in a summative evaluation of validity and practicality metrics.

Data were gathered using both qualitative and quantitative instruments. Qualitative data comprised semi-structured interview guidelines, document analysis checklists, and open-ended feedback sections on validation and response sheets. Quantitative data were collected using expert validation sheets and practicality questionnaires administered on May 26, 2026, to the teacher and 29 students. To address ethical considerations, student identities were anonymized using participant codes (S1 to S29), and data were analyzed in aggregate.

Data analysis techniques involved descriptive statistical procedures for quantitative responses and qualitative content analysis for expert suggestions and classroom reflections. Validation sheets utilized a standard 5-point Likert scale. In contrast, the teacher and student practicality questionnaires used a 5-point reverse Likert scale (1 = "Strongly Agree" to 5 = "Strongly Disagree"), which were systematically converted (1 to 5, 2 to 4, 3 to 3, 4 to 2, and 5 to 1) prior to analysis so that higher scores consistently denoted greater practicality. The overall percentage of validity and practicality (P) was computed using the formula $P = (\Sigma X / \Sigma X_max) \times 100\%$. The resulting percentages were categorized based on Riduwan's (2015) criteria: 81–100% (Very Valid / Very Practical), 61–80% (Valid / Practical), 41–60% (Fairly Valid / Fairly Practical), 21–40% (Less Valid / Less Practical), and 0–20% (Invalid / Impractical). Qualitative comments were grouped categorically to guide minor revisions of the final instructional product.

C. Results and Discussion

This study successfully developed Canva-based narrative writing teaching materials incorporating Karo local legends for Grade X students of SMAN 1 Sinembah Tanjung Muda (STM) Hilir using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The development process yielded a structured, curriculum-aligned, and culturally

contextualized digital instructional product consisting of two learning units: The Legend of Lau Kawar and The Legend of Si Beru Dayang.

During the Analysis stage, preliminary investigations comprising classroom observations, teacher interviews, student questionnaires, and curriculum document reviews revealed a prominent gap between the Kurikulum Merdeka Phase E demands and current classroom resources. The English teacher reported that students struggled with brainstorming ideas, structuring narratives, and applying appropriate vocabulary, while commercial textbooks offered limited local cultural relevance and visual stimulation. A needs analysis administered to three representative students demonstrated a high demand (75% to 100%) for clear text structure models, vocabulary scaffolds, local folklore integration, and digital/visual media like Canva.

In the Design stage, learning outcomes and objectives were mapped to outline a comprehensive product blueprint. Two Karo local legends were selected for their cultural resonance and clear generic structures (orientation, complication, resolution). The layout was mapped to follow the Writing Process Approach (planning, drafting, revising, editing, publishing) using Canva's digital design framework to optimize visual appeal and readability.

In the Development stage, the digital modules were fabricated and subjected to rigorous expert validation. Three specialists evaluated the prototype:

1.Material Expert: Evaluated content relevance, text structures, and local context integration, yielding a score of 90% ("Very Valid").

2.Media Expert: Evaluated visual design, typography, layout, and Canva feature utilization, yielding a score of 94% ("Very Valid").

3.Language Expert: Evaluated grammatical accuracy, readability, instruction clarity, and linguistic appropriateness for Grade X EFL learners, yielding a score of 94% ("Very Valid").

Based on expert recommendations, minor revisions were enacted prior to classroom deployment, which included embedding image source citations and refining visual-story alignment and narrative descriptions.

During the Implementation stage, the revised materials were trialed

across two 2 × 45-minute sessions on May 19 and May 25, 2026, involving 29 Grade X³ students. Despite minor operational constraints such as initial student unfamiliarity with Canva and intermittent internet connectivity the learning activities proceeded smoothly under the researcher's instruction. Practicality data gathered via response questionnaires on May 26, 2026, indicated exceptional user reception:

1.Teacher Response: Achieved a score of 90.00%, categorized as "Very Practical".

2.Student Responses: Achieved an average score of 90.41%, categorized as "Very Practical".

Finally, throughout the continuous Evaluation stage, formative and summative reviews confirmed that the final product met all structural, pedagogical, and practical requirements without requiring further major iterations.

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The empirical findings of this study demonstrate that integrating local folklore, digital design tools, and a process-oriented writing framework yields highly valid and practical instructional materials. The high material validation score (90%) affirms that anchoring narrative writing tasks in familiar cultural narratives such as Lau Kawar and Si Beru Dayang significantly enhances content contextualization and helps learners overcome ideational blocks. This aligns with Danandjaja's (2002) assertions regarding the rich pedagogical and cultural capital embedded in local legends, which serve as intuitive cognitive schemas for student writers.

Furthermore, the exceptional media (94%) and language (94%) validation scores validate the efficacy of leveraging Canva as an instructional authoring platform. As noted by Nugroho and Fitriani (2021), dynamic visual media stimulates active engagement, broadens imagination, and supports creative expression in language classrooms. By structuring the Canva modules around the Writing Process Approach (Graham & Harris, 2023), students were provided with scaffolded, step-

by-step guidance from pre-writing to publishing, directly resolving the structural deficits identified in standard commercial textbooks. The practicality results evidenced by 90% teacher approval and 90.41% student approval further reinforce the operational feasibility and usability of the product in real-world classroom settings. Both instructors and learners perceived the materials as clear, visually engaging, and highly supportive of narrative competency acquisition.

Nevertheless, several methodological limitations must be acknowledged when interpreting these outcomes. First, the study's scope was confined to a single school (SMAN 1 STM Hilir) with a limited sample size (29 students), restricting broad generalizability. Second, the evaluation framework focused strictly on product validity and practicality; student writing performance outcomes or longitudinal learning effectiveness (e.g., via pre-test and post-test experimental designs) were not measured. Third, the dual role of the English teacher as both a material validator and a practicality respondent introduces potential self-reporting perceptual biases. Future research should investigate the empirical effectiveness of Canva-based local folklore modules through experimental designs involving larger cohorts and longitudinal learning tracking.

D. Conclusion

This study successfully developed Canva-based narrative writing teaching materials incorporating Karo local legends for Grade X students at SMAN 1 Sinembah Tanjung Muda Hilir through the ADDIE framework. The development process systematically addressed classroom needs by integrating local folklore (The Legend of Lau Kawar and The Legend of Si Beru Dayang) into visually engaging digital modules structured around the Writing Process Approach. Rigorous expert evaluation demonstrated high product validity, with scores of 90% from the material expert, 94% from the language expert, and 94% from the media expert, all falling into the "Very Valid" category. Furthermore, classroom implementation confirmed the high practicality of the materials, achieving a 90.00% approval rate from the English teacher and a 90.41% average score from students, categorized as "Very Practical."

These findings indicate that combining local cultural content, digital design platforms, and scaffolded writing stages provides an effective, culturally responsive supplementary resource for EFL narrative writing instruction. Theoretically, this research contributes to the literature on digital-based local wisdom integration in language education. Practically, it offers educators an innovative, curriculum-aligned instructional tool. However, as this study focused strictly on establishing validity and practicality within a single school setting, future research is recommended to evaluate the empirical effectiveness of the developed materials on student writing achievement through quasi-experimental designs across larger and more diverse student populations.

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