The Development of Digital Learning Media Based on Canva with a 5W1H Approach to Enhance Short Story Writing Skills Among Elementary School Students in Sintang Regency

Faizat[1*], Daniel Dike[2], Bachtiar[3]

[1] *Graduate School, Universitas Terbuka, Indonesia*
[2]*Faculty of Teacher Training and Education, Universitas Kapuas, Indonesia*
[3]*Graduate School, Universitas Terbuka, Indonesia*

* Corresponding Author. E-mail: [1]*faizat06.ferdian@gmail.com*

Abstrak

Di era digital, rendahnya keterampilan menulis cerpen siswa Sekolah Dasar (SD) dan kurangnya media pembelajaran yang menarik menjadi tantangan dalam pembelajaran. Penelitian ini bertujuan mengembangkan dan menguji efektivitas media pembelajaran digital berbasis Canva dengan pendekatan 5W1H dalam meningkatkan keterampilan menulis cerpen siswa SD di Kabupaten Sintang. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Subjek penelitian adalah siswa kelas V dan VI dari beberapa SD di Kabupaten Sintang. Hasil validasi ahli menunjukkan bahwa media ini layak digunakan dengan skor tinggi. Uji coba dalam skala kecil dan besar menunjukkan peningkatan signifikan dalam keterampilan menulis cerpen siswa berdasarkan hasil pretest dan posttest. Media ini juga mempermudah pemahaman unsur intrinsik dan ekstrinsik cerpen serta meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran. Canva terbukti sebagai alat yang efektif dalam menciptakan pengalaman belajar yang interaktif dan inovatif.

Kata Kunci: *Media pembelajaran digital, Canva, keterampilan menulis cerpen, pendekatan 5W1H, siswa sekolah dasar*

Abstract

In the digital era, the low writing skills in narrative composition among elementary school students and the lack of engaging learning media present significant challenges in the educational process. This study aims to develop and evaluate the effectiveness of a digital learning medium based on Canva, utilizing the 5W1H approach, to enhance the narrative writing skills of elementary school students in the Sintang District. The research employs the Research and Development (R&D) methodology with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The subjects of this study were fifth and sixth-grade students from several elementary schools in Sintang District. The results of expert validation indicated that the media was deemed appropriate for use, with high validity scores. The small-scale and large-scale trials demonstrated a significant improvement in students' narrative writing skills, as evidenced by the pretest and posttest results. This media also

facilitated students' understanding of both the intrinsic and extrinsic elements of short stories and contributed to increased motivation and engagement in the learning process. Canva was an effective tool in creating an interactive and innovative learning experience.

Keywords: Digital learning media, Canva, short story writing skills, 5W1H approach, elementary school students

INTRODUCTION

In the contemporary digital era, the integration of technology into the educational sphere has become an indispensable element in enhancing the quality and effectiveness of teaching and learning. The rapid development of digital tools and platforms has transformed traditional educational methods, offering innovative opportunities for both students and educators. One of the most significant contributions of technology to education lies in its capacity to facilitate the creation of engaging and interactive learning media that are tailored to the individual needs of students. In particular, technology offers a unique advantage in promoting the development of essential 21st-century skills, such as creativity, critical thinking, and effective communication. Among these skills, writing remains a foundational competency, yet it presents a considerable challenge, especially when students are required to demonstrate creativity, logical organization of ideas, and effective communication in narrative formats such as short stories.

The ability to write well-structured and engaging short stories is a critical skill that should be nurtured from an early age, as it fosters not only language proficiency but also cognitive development. Writing short stories demands students to apply a complex array of skills, including ideation, structuring narratives, and developing characters and plots. However, many students in elementary education face significant barriers in mastering the art of short story writing. These challenges are often rooted in insufficient practice, a lack of effective instructional strategies, and limited access to engaging media that can assist in overcoming these obstacles.

Furthermore, the motivation to write is often low among students, partly due to the conventional, repetitive methods of teaching writing, which do not sufficiently stimulate students' interest or creativity. As a result, students frequently struggle to express their ideas coherently and develop narratives that are both engaging and logically structured.

Research consistently highlights the need to address the fundamental issues in writing instruction in elementary schools. One of the most common difficulties students faces is a limited understanding of the intrinsic elements of short stories, such as theme, plot, character development, and setting, which hinders their ability to produce well-organized narratives (Sugianti et al., 2023). Additionally, there is a recognized gap in teaching methods that fail to adequately engage students or stimulate their creativity. Traditional teaching practices often rely on rote methods, such as providing pre-written examples of short stories and asking students to replicate them, which neglects the importance of guiding students through the creative and structural aspects of narrative writing (Komaladewi & Rodiyana, 2020). As a result, many students continue to produce stories that are uninspired, poorly structured, and lack the depth required for compelling narratives.

In response to these challenges, there has been a growing interest in the use of digital tools to enhance writing instruction. Among these tools, the Canva application has gained attention for its potential to transform the way students approach creative tasks. Canva, a digital graphic design platform, offers an array of features, including text, visual elements, audio, and video capabilities, which enable students to

engage in the creative process of writing while simultaneously developing their digital literacy skills (Hapsari & Zulherman, 2021). Research has shown that Canva has been successfully utilized in various educational contexts, such as improving vocabulary acquisition (Hamda & Azima, 2024), supporting science education (Idawati et al., 2022), and providing animation-based media for short story writing instruction (Ayu & Ramadhani, 2023). Using such tools, students are allowed to express themselves creatively and systematically, overcoming the monotony of traditional writing exercises.

While the application of digital media like Canva in education holds considerable promise, existing studies have primarily focused on its impact in other subject areas or at higher educational levels. Most research has examined the role of Canva in visual literacy, science, and secondary education, with limited emphasis on its integration into narrative writing instruction at the elementary school level. Moreover, the studies that do explore writing instruction with digital tools often fail to incorporate systematic instructional approaches that could guide students through the complex process of writing, such as strategies for developing plot, characters, and theme. One such approach that has been found to significantly improve writing outcomes is the 5W1H method (What, Who, Where, When, Why, How), a structured strategy that helps students organize their thoughts and create well-developed stories (Sahrawany & Indihadi, 2018). This approach has proven effective in various writing contexts, particularly in narrative and short story writing, by helping students systematically address the core components of their narratives and ensuring they produce coherent, engaging stories (Setyaningsih, 2021).

Despite the growing body of research on the use of digital media and instructional strategies to enhance writing, there remains a notable gap in the literature regarding the integration of these two elements—digital media and structured writing approaches—specifically for short story writing in elementary schools. Previous studies have generally concentrated on secondary school students or broader genres of narrative texts, leaving a void in understanding how elementary students can benefit from a more systematic and interactive approach to short story writing. Furthermore, there is limited research on the effectiveness of combining digital platforms like Canva with structured writing frameworks such as 5W1H in the context of elementary education. This research gap underscores the need for further investigation into how these tools and approaches can be integrated to foster creativity, improve narrative structure, and ultimately enhance writing proficiency at the elementary school level.

In light of this gap, the primary aim of this study is to develop and evaluate a digital learning media based on Canva, integrated with the 5W1H approach, to improve short story writing skills among elementary school students in Sintang Regency. This research seeks to address the limitations of traditional teaching methods by offering a more engaging and systematic approach to narrative writing. The developed media will undergo a rigorous validation process by experts in content and media, followed by small-scale and large-scale trials to assess its effectiveness. These trials will evaluate not only the improvement in students' writing abilities but also the reactions of both students and teachers to the use of this innovative learning tool.

By employing the Research and Development (R&D) methodology with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this study provides a comprehensive, systematic approach to designing and evaluating the effectiveness of the proposed learning media. The results of this study have the potential to contribute valuable insights into the use of digital tools and

structured instructional approaches for enhancing writing skills in elementary education. Furthermore, this research aims to provide a practical solution to the widespread issue of low student engagement and motivation in writing, offering a model that can be adapted to a variety of learning contexts to improve literacy outcomes across the educational spectrum. If successful, the integration of Canva and the 5W1H approach could represent a significant advancement in the way narrative writing is taught at the elementary level, benefiting students, educators, and the broader educational community.

RESEARCH METHOD

Berisi This study employs the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), aiming to develop and assess the effectiveness of digital learning media based on Canva with the 5W1H approach to enhance elementary school students' short story writing skills. The ADDIE model is employed due to its systematic phases in developing a viable and effective educational product. The first phase is analysis, which involves identifying the needs of both teachers and students regarding short story writing learning media, as well as the challenges encountered during the previous learning process. The next phase is design, which includes the development of the initial design of the digital learning media based on Canva, integrating the 5W1H approach to guide students in systematically composing short stories. Once the design is developed, the development phase follows, wherein the learning media is created and prepared for testing and subsequently validated by subject matter experts and media experts. After the validation and revision processes are completed, the implementation phase is carried out through small-scale and large-scale trials to evaluate

the effectiveness of the media in improving students' short story writing skills. The final phase is evaluation, where the results of the trials are analyzed to determine the success of the learning media in short story writing instruction.

The scope of this research encompasses the development of digital learning media based on Canva and its implementation in short story writing instruction at the elementary school level. The research object is the digital learning media based on Canva with the 5W1H approach and its effectiveness in enhancing students' short story writing skills. The research subjects are fifth and sixth-grade students in elementary schools in the Sintang Regency, selected from three schools within a single cluster, namely SDN 11 Lalang Ingar, SDN 17 Kelangau, and SDN 20 Nanga Tikan. The selection of this grade level is based on the consideration that fifth and sixth-grade students possess more advanced reading and writing skills compared to previous grades and have already been introduced to short story writing in the Merdeka Curriculum. Additionally, students at this level are more familiar with the use of digital devices, making the implementation of technology-based learning media more feasible.

This study involves several phases: the development of digital learning media in the first two months, validation by subject matter and media experts in the third month, small-scale trials in the fourth month, and large-scale trials in the fifth month. After implementation, the final stage of the research is data analysis and the preparation of the research report.

The digital learning media developed in this study is based on the Canva application and consists of several key elements, including short story writing learning materials presented in visual, textual, audio, and video formats, as well as interactive exercises based on the 5W1H approach to help students systematically compose their stories. The devices used in

this study include laptops, PCs, and smartphones/tablets as tools for accessing the learning media, with the Canva software as the main platform for media development. Additionally, the research uses questionnaires, validation sheets, short story writing tests, and interviews as data collection tools.

Data collection techniques involve various methods to ensure the accuracy of the research findings. Data regarding the needs and perceptions of teachers and students toward the learning media are gathered through semi-structured interviews, allowing for an in-depth exploration of challenges in short story writing instruction. Media validation is conducted through questionnaires provided to subject matter and media experts to assess the feasibility of the product before being implemented in the trials. Furthermore, to assess the effectiveness of the media in enhancing students' short story writing skills, a short story writing test is administered, consisting of a pretest before the use of the media and a posttest after its application in instruction. Observational techniques are also employed during the implementation phase to evaluate the level of student engagement and motivation in utilizing the developed learning media.

In this study, the variables under investigation include both independent and dependent variables. The independent variable is the development of the digital learning media based on Canva integrated with the 5W1H approach, while the dependent variable is students' short story writing skills. Digital learning media is defined as technology-based platforms designed to present instructional materials interactively, incorporating various elements such as text, images, video, and audio to enhance learning effectiveness. The 5W1H approach is employed as an instructional strategy that guides students in composing stories by addressing the key questions of what (what), who (who), where (where), when (when), why (why), and how (how). Short story writing skills

are measured by students' ability to compose a story with a clear structure, appropriate use of intrinsic elements, and language that adheres to short story writing conventions. The effectiveness of the learning media is assessed based on improvements in students' short story writing scores before and after the use of the media, as well as the level of student engagement in the learning process.

Data analysis techniques used in this study include both qualitative and quantitative descriptive analysis. Data from interviews and observations are analyzed qualitatively to understand the perceptions of teachers and students regarding the learning media and its effectiveness in the instructional process. Meanwhile, data from the media validation by experts are analyzed using a Likert scale, with categories of very feasible, feasible, somewhat feasible, and not feasible. The learning media is considered feasible if it receives a validation score within the "feasible" or "very feasible" category. The effectiveness of the media is tested by comparing pretest and posttest results using percentage formulas, further supported by parametric or non-parametric statistical methods, depending on the distribution of the data. If the data follows a normal distribution, paired t-tests are used, while for non-normally distributed data, the Wilcoxon test is employed. Responses from students and teachers regarding the learning media are analyzed using a Likert scale and presented descriptively to assess the level of student engagement and motivation in short story writing instruction.

With a systematic research design based on the ADDIE model R&D method, this study is expected to produce a feasible and effective learning media to improve elementary school students' short story writing skills. The diverse data collection techniques and comprehensive data analysis enable a thorough evaluation of the success of the developed learning media.

RESULTS AND DISCUSSION

Results

The findings of this study encompass three main aspects, namely feasibility testing, small-scale trials, and large-scale trials conducted in several elementary schools. Each phase was carried out systematically to ensure that the digital learning media based on Canva was effective in enhancing students' skills in writing short stories.

1. Feasibility Testing

Feasibility testing was carried out by media experts and content experts to assess the quality of the developed learning media. The assessment was based on aspects of design, content, and its effectiveness in the learning process. The validation results revealed that the media received a very high average score from the experts, categorizing it as "Very Feasible" for use in instruction. The following diagram shows the results of the validation by the media and content experts.
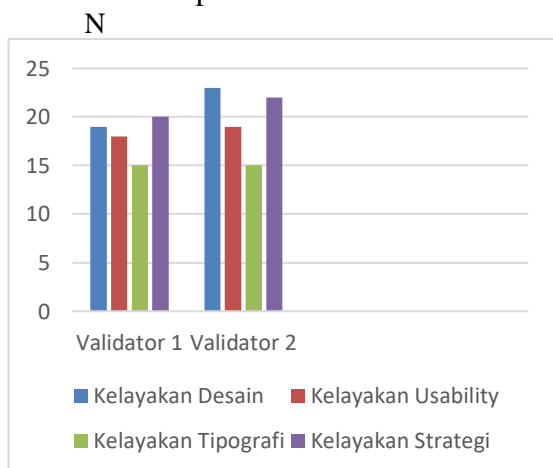
N

Figure 1. Diagram of Media Expert Validation Results

2. Small-Scale Trials

Small-scale trials were conducted with 12 fifth-grade students from SDN 11 Lalang Ingar to assess the extent to which the media was effective in improving students' understanding of short story writing. The survey results indicated that

students felt more motivated to write short stories after using the Canva-based media. The following diagram illustrates the results of the small-scale trial.
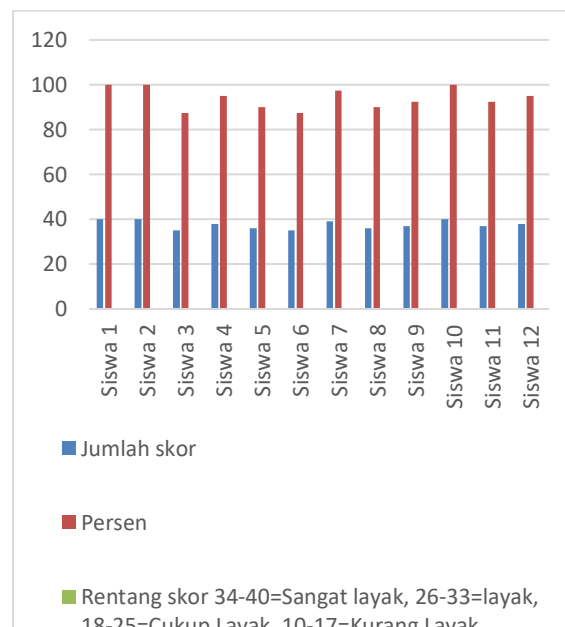

Figure 3. Results of Small-Scale Trial

3. Large-Scale Trials

Large-scale trials involved 75 students from three elementary schools, namely SDN 11 Lalang Ingar, SDN 17 Kelangau, and SDN 20 Nanga Tikan. The trials were conducted to measure the ease of use of the media, student engagement levels, and its effectiveness in enhancing students' short story writing skills. The analysis results revealed a significant improvement in post-test results compared to pre-test results across all schools, as shown in the table below:

Table 1. Improvement in Learning Outcomes

Sekolah	Kelas	O1 (%)	O2 (%)	Peningkatan (%))
SDN 11 Lalang Ingar	V	0	66,67	66,67
	VI	9,09	54,55	45,46
SDN 17 Kelangau	V	12,5	75	62,5
	VI	7,14	78,57	71,43
SDN 20 Nanga Tikan	V	50	66,67	16,67
	VI	14,29	85,71	71,42

In addition to measuring students' improvement in short story writing, an

analysis of the short stories produced by the students was also conducted to determine the extent to which they understood the key concepts in short story writing, particularly regarding intrinsic and extrinsic elements. The analysis of the intrinsic elements of the students' short stories in the large-scale trial is as follows.

Table 2. Analysis of Intrinsic Elements in Students' Short Stories in the Large-Scale Trial

Intrinsic Elements	Findings
Theme	Most short stories are about friendship and adventure.
Characters	The main character is often described as cheerful, passionate, compassionate, and brave to face challenges.
Flow	All short stories use a forward plot.
Place and Time	Location: Most stories are set in the countryside Time: The time used in the story is generally noon to evening, Atmosphere: Cheerful and fun.
Moral Values	The students' short stories teach the value of cooperation, courage, concern for friends and family, and respect for nature.

Table 3. Analysis of Extrinsic Elements in Students' Short Stories in the Large-Scale Trial

Extrinsic Elements	Findings
Social Background	Many stories reflect the life of the village people,
Moral Values	Moral values that often appear in stories include sincere friendships.
Cultural Values	Some stories describe the local culture and traditions of the village community.
Lesson learned	Through the experiences of the characters in the story, students can learn about perseverance, hard work, the importance of helping others, and how to face challenges with a positive attitude. Some stories also teach the importance of discipline, critical thinking, and responsibility.

Thus, this analysis reinforces the finding that the digital learning media developed not only assists students in systematically composing short stories but also enhances their understanding of the elements that constitute a complete short story. The conclusion drawn from this statement is that the Canva-based digital learning media, integrated with the 5W1H approach, is effective in helping students systematically compose short stories and improving their overall understanding of the components that make up a short story.

Discussion

Based on the validation results from media and content experts, the developed learning media received an overall high average score, indicating that it is highly suitable for use in teaching short story writing. The media expert assessed the visual aspects, interactivity, and accessibility of the developed media, while the content expert evaluated the alignment of the content with the curriculum and the effectiveness of the 5W1H approach in helping students understand the structure of a short story. These validation results are in line with the research of Hapsari & Zulherman (2021), which suggests that Canva can enhance student engagement in digital-based learning.

A small-scale trial was conducted with 12 students, while a large-scale trial involved 75 students from various schools in Sintang Regency. The results of these trials demonstrated a significant improvement in the students' short story writing skills. These findings support the research of Setiawan (2020), which indicates that interactive digital media can enhance students' writing skills by presenting material in a more engaging and comprehensible manner.

The effectiveness of the learning media was assessed based on the students' post-test results and a qualitative analysis of the short stories they wrote. Students who used the Canva-based media with the

5W1H approach demonstrated a better understanding of how to structure a short story, select appropriate diction, and present a more coherent narrative. This result aligns with the research of Sahrawany & Indihadi (2018), which states that the 5W1H approach can help students organize story ideas systematically and logically. Additionally, survey results indicated that 90% of students felt more motivated to engage in writing lessons after using this media. Teachers also reported that the media helped them deliver content in a more engaging and efficient manner. This is supported by the research of Haris et al. (2024), which highlights that Canva can increase student interest in learning through its visual, audio, and interactive elements.

In addition, the enhancement of short story writing skills and the analysis of intrinsic and extrinsic elements in students' short stories have shown significant progress. The intrinsic elements analyzed include theme, plot, characters and characterization, setting, point of view, and style. Students using Canva-based learning media tend to be better able to develop a more coherent plot and clarify character characterization in their short stories. They also demonstrate a stronger understanding of how to consistently employ point of view throughout the narrative. Meanwhile, in terms of extrinsic elements, it was found that students were more capable of depicting social, cultural, and moral contexts in their short stories after utilizing this learning media. These results indicate that the 5W1H approach incorporated into the learning media assists students in structuring their stories in a more organized and meaningful way, as well as enhancing their ability to present richer and more diverse ideas (Safa'at et al., 2024).

This study demonstrates that digital-based learning media can overcome the challenges of low interest and writing skills in short story composition among elementary school students. These findings align with literacy theory, which asserts that writing skills can be developed through systematic and technology-based approaches (Swastyastu, 2020). By utilizing Canva as a learning tool, students are better able to grasp the concept of short story writing and are more motivated to cultivate their creativity in writing.

The results of this research have positive implications for the development of digital learning media in elementary schools. Teachers can leverage Canva to create a more interactive and enjoyable learning experience for students. However, its implementation requires further teacher training to optimize the use of Canva in the classroom. As a suggestion for future development, this research could be expanded by examining the effectiveness of this media over a longer period of time and applying it to other subjects. Additionally, there is a need to develop additional features within the learning media to make it more adaptive to the diverse learning styles of students.

The discussion reveals that the development of Canva-based digital learning media, with a 5W1H approach, has proven effective in enhancing the short story writing skills of elementary school students in Sintang Regency. This media not only improves students' learning outcomes but also enhances their understanding, motivation, and engagement in the learning process. Therefore, the use of technology in short story writing instruction is highly recommended for implementation in elementary schools to improve the quality of education in the digital age.

Conclusion

In conclusion, the findings of this study strongly affirm that the development of a Canva-based digital learning media, integrated with the 5W1H approach, is both feasible and highly effective in enhancing short story writing skills among elementary school students in Sintang Regency. Validation by media and content experts confirmed that the media received exceptional ratings for its quality and

alignment with the curriculum. Furthermore, the results of both small-scale and large-scale trials demonstrated remarkable improvements in students' writing abilities, as reflected in the significant gains observed between pretest and posttest scores. These outcomes underscore the potential of this digital learning tool not only to foster students' creative writing skills but also to provide a systematic understanding of narrative structure. By blending visual, textual, audio, and video elements, this approach has proven to significantly boost student motivation and engagement, offering a promising avenue for enhancing language education in elementary schools.

The use of this learning media not only helps students better understand the structure of short stories in a more systematic manner but also fosters their creativity in writing and clarifies their understanding of the intrinsic and extrinsic elements of short stories. The application of the 5W1H approach has been shown to assist students in crafting more structured and meaningful narratives, while the integration of visual, textual, audio, and video features in Canva has proven to increase student motivation and engagement in the learning process. Thus, the Canva-based digital learning media can serve as an innovative alternative for improving short story writing skills and supporting the effectiveness of Indonesian language learning at the elementary school level. The implications of this research also highlight the need for further development with a longer implementation period, as well as exploration in other subject areas to expand its benefits and ensure sustainability.

References

Ayu, Ni. S., & Ramadhani, S. P. (2023). Pengembangan Media Animasi Persatuan Indonesia Untuk Meningkatkan Keterampilan Menulis Cerpen Anak Kelas III SDN Mekar Jaya 13 Depok. *Jurnal Ilmiah Pendidikan Dasar*, *08 No.1*(ISBN Cetak : 2477-2143 ISSN Online). https://journal.unpas.ac.id/index.php/pendas/article/view/6942

Hamda, F., & Azima, N. . (2024). *Pengembangan Media Audio Visual Menggunakan Aplikasi Canva Untuk Meningkatkan Kemampuan Penguasaan Kosakata Pada Pembelajaran Bahasa Indonesia di Sekolah Dasar*. *8 No.1*(SSN: 2614-6754, ISSN: 2614-3097), 11965–11971. https://jptam.org/index.php/jptam/article/view/14194

Hapsari, G. P. P., & Zulherman. (2021). Pengembangan Media Vidio Animasi Berbasis Aplikasi Canva Untuk Meningkatkan Motivasi Belajar Siswa. *Journal Basicedu*, *9*(1), 64–72. https://doi.org/10.18860/jie.v9i1.22809

Haris, D. D., S.Lamada, M., & Mustamin. (2024). Penerapan Media Pembelajaran Berbasis Website Canva untuk Menarik Minat Belajar Siswa di UPT SD Negeri 30 Binamu. *Information Technology Education Journal*, *3*(1), 14–18. https://journal.unm.ac.id/index.php/INTEC/article/view/1204

Idawati, Maisarah, Muhammad, Meliza, Arita, A., Amiruddin, & Salfiyadi, T. (2022). Pemanfaatan Canva Sebagai Media Pembelajaran Sains Jenjang SD. *Jurnal Pendidikan Dan Konseling*, *4*(4), 745–751. https://core.ac.uk/download/pdf/322599509.pdf

Komaladewi, A. T., & Rodiyana, R. (2020). Menulis Karangan Narasi dengan Model Know, Want, Learned di Sekolah Dasar. *... Seminar Nasional Pendidikan*, 331–339.

http://prosiding.unma.ac.id/index.php/semnasfkip/article/view/338

Safa'at, A. H., Firdaus, R., & Herpratiwi. (2024). Media Pembelajaran Interaktif Berbasis Canva untuk Meningkatkan Pemahaman Konsep Siswa Sekolah Dasar. *Didaktika*, *4*(4), 358–367. https://doi.org/https://doi.org/10.17509/didaktika.v4i4.76609

Sahrawany, E., & Indihadi, D. (2018). Implementasi Teknik Kluster 5W1H dalam Keterampilan Menulis Karangan Narasi. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *5*(3), 18–26. https://doi.org/https://doi.org/10.17509/pedadidaktika.v5i3.12596

Setiawan. (2020). Pengembangan Bahan Ajar Menulis Cerpen Berbasis Ramah Lingkungan SMP KOta SEmarang. In *Tesis*. https://scholar.google.com/scholar?hl=id&as_sdt=0,5&q=Setiawan.+(2020).+Pengembangan+Bahan+Ajar+Menulis+Cerpen+Berbasis+Ramah+Lingkungan+SMP+Kota+Semarang+(Tesis).+D

iakses+30+September+2023,+dari+https://arpusda.semarangkota.go.id/uploads/data_karya_ilmia

Setyaningsih. (2021). Peningkatan Kemampuan Menulis Teks Narasi Melalui 5W1H pada Siswa Sekolah Dasar Kelas V. *Jurnal Educatio*, *7*(3), 1068–1074. https://doi.org/10.31949/educatio.v7i3.1336

Sugianti, A. K., Solihatulmilah, E., & Mualimah, E. N. (2023). *Penggunaan Media Film Pendek Dalam Pembelajaran Menulis Cerpen Pada Siswa Kelas X SMA Negeri 1 Panggarangan*. *4*, *No.1*. http://jurnal.desantapublisher.com/index.php/desanta/article/view/115

Swastyastu, L. T. J. (2020). Manfaat Media Pembelajaran Dalam Pemerolehan Bahasa Kedua Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, *5*(1), 52–59. https://ejournal.ihdn.ac.id/index.php/PW/article/view/1359