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CANVA AND MULTIMODAL SCAFFOLDING FOR WRITING MOTIVATION AND ISLAMIC PROCEDURE TEXT

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Abstract: Digital technology offers new possibilities for EFL writing instruction, yet evidence concerning the combined use of Canva-Based Digital Tools and multimodal scaffolding in Islamic secondary education remains limited. This study examined whether an integrated Canva-based instructional condition was associated with higher writing motivation and greater improvement in Islamic procedure-text writing among Grade XI students in an Indonesian Madrasah Aliyah. A quantitative quasi-experimental nonequivalent control group design involved 69 students from two intact classes, with 35 students in the experimental group and 34 in the control group. The experimental group received Canva-supported process writing with multimodal scaffolding, whereas the control group received conventional writing instruction. Writing performance was assessed through an analytic rubric covering content, organization, vocabulary, grammar, and mechanics, while motivation was measured using a 20-item Likert questionnaire. Baseline writing performance did not differ significantly between groups, $t(67) = -0.17$, $p = .869$. The experimental group showed significant within-group improvement, $t(34) = 6.50$, $p < .001$, and its mean gain (4.37) was significantly greater than the control group's gain (1.32), $t(67) = 2.99$, $p = .004$, $d = .72$. Post-intervention motivation was also higher in the experimental group, $t(67) = 3.85$, $p < .001$, $d = .93$. Content and organization showed the largest component gains. The findings suggest that integrating Canva with multimodal scaffolding may provide a promising context for motivating students and supporting Islamic procedure-text writing, while the quasi-experimental design limits causal inference.

Keywords**:** Canva-based digital tools; Islamic procedure text writing; multimodal scaffolding; quasi-experimental design; writing motivation.

INTRODUCTION

The rapid development of digital technology has transformed English language teaching by creating learning environments that support interaction, collaboration, creativity, and student participation. In EFL classrooms, technology integration is increasingly expected to go beyond replacing conventional media and instead provide meaningful opportunities for learners to construct and communicate knowledge through digital and multimodal resources (Nurhidayanti, Musarokah & Priharyanti, 2023; Patty, 2025). This development is relevant to twenty-first-century education, which emphasizes creativity, communication, collaboration, critical thinking, and digital literacy (Kalantzis, Mary, Bill Cope, 2019; Mayer, 2021).

One consequence of digital transformation is the growing importance of multimodal literacy. Contemporary communication involves combinations of written language, images, diagrams,

videos, audio, icons, and other digital resources. Learners therefore need to interpret and construct meaning through multiple modes (Kalantzis, Mary, Bill Cope, 2019; Kristiana Danielsson, 2021). Multimodal learning can support EFL students because visual and verbal representations may complement one another in facilitating comprehension and idea development (Mayer, 2021). Yawiloeng (2022) reported that instructional scaffolding combined with multimodal texts could enhance learners' engagement, comprehension, and attitudes toward English learning(Yawiloeng, 2022).

Writing remains challenging for EFL learners because it requires simultaneous control of ideas, organization, vocabulary, grammar, mechanics, and revision. Effective writing is also recursive, involving planning, drafting, revising, editing, and publishing rather than simply producing a final product (Hyland, 2019). Students therefore need support throughout the writing process, particularly when producing extended texts in English. Writing motivation is equally important because learners' persistence, confidence, enjoyment, and willingness to revise influence their participation in writing activities. Self-Determination Theory suggests that motivation is strengthened when learning environments support autonomy, competence, and relatedness (Deci & Ryan, 2000).

Canva-Based Digital Tools provide one possible environment for connecting these principles. Canva enables learners to combine text, images, diagrams, videos, templates, and other visual resources while creating and revising digital products. When incorporated into process writing, Canva can function not only as a presentation medium but also as a workspace for planning, drafting, revising, and publishing. Its collaborative features can further support interaction among students and teachers. However, technology alone does not guarantee effective learning. From Vygotsky's (1978) Sociocultural Theory, learners benefit from temporary support within the Zone of Proximal Development through teacher guidance and interaction with peers (Vygotsky & Cole, 1978). Multimodal scaffolding combines modeling, visual organizers, project-based multimedia presentations, peer feedback, and guided revision.

Procedure-text writing is ideally suited to implement this approach. Procedure texts require students to articulate a set of actions in a clear and logical manner using correct text organization and appropriate language. At Madrasah Aliyah, this genre has the potential to integrate English language learning with a variety of authentic Islamic contexts including wudu, tayammum, ṣalāh, zakat, hajj, tahajjud, and halal preparations. Familiar contexts can draw upon students' background knowledge and shift the focus towards English.

Although there is considerable research on Canva, and multimodal learning and technology-supported writing, there are still many gaps. Firstly, many studies on Canva treat it as a tool for design or presentation, as opposed to a tool for the entirety of the writing process. Secondly, the

literature on multimodal scaffolding in Madrasah Aliyah is particularly scant. Thirdly, in relation to these studies, the focus is predominantly on either writing perception and motivation, or writing achievement; rarely are both perceptions and achievements addressed together. Fourthly, the use of Canva-Based Digital Tools combined with Multimodal Scaffolding for Islamic Procedure text writing has been inadequately researched.

This study aims to fill these gaps by adopting an integrated approach to instruction that uses Canva throughout while providing Multimodal Scaffolds for writing. This study will assess writing motivation and Islamic procedure text writing, focusing on content, organization, and language, and drawing on proofs texts. The research questions are: (1) Is there a significant difference in writing motivation between students receiving Canva-Based Digital Tools integrated with Multimodal Scaffolding and those receiving conventional writing instruction? (2) Does the integrated approach significantly improve Islamic procedure-text writing performance? and (3) Which writing dimensions show the greatest improvement?

Based on the quantitative design, two hypotheses were formulated. H1: Students receiving Canva-Based Digital Tools integrated with Multimodal Scaffolding demonstrate significantly higher post-intervention writing motivation than students receiving conventional writing instruction. H2: Students receiving Canva-Based Digital Tools integrated with Multimodal Scaffolding demonstrate significantly greater improvement in Islamic procedure-text writing performance than students receiving conventional writing instruction.

METHOD

This study employed a quantitative quasi-experimental Nonequivalent Control Group Design. Individual random assignment was not possible because existing classroom organization had to be maintained. Two intact Grade XI classes were selected; one served as the experimental group and the other as the control group. Both groups followed the same curriculum, learning objectives, and instructional schedule.

The study was conducted in an Indonesian Madrasah Aliyah during the second semester of the 2025/2026 academic year. The participants were 69 Grade XI students: 35 in the experimental class and 34 in the control class. Both classes were taught by the same English teacher. Because the sample consisted of two existing intact classes, the procedure is more accurately described as selection of intact classes rather than true cluster sampling (Jack R. Fraenkel, 2022). A pre-test comparison was employed to determine equality of baseline.

Canva-Based Digital Tools integrated with Multimodal Scaffolding were applied to the experimental group across 14 treatment meetings within an 8-week period. The process of writing was broken down into stages of planning, drafting, collaborative learning, revising, editing, and publishing. Canva provided step-by-step instruction using videos and graphs, collaborative

editing, and/or vocabulary. They also provided participants with the use of instructional videos and graphic organizers compiled with powerful visual elements such as icons, pictures, and diagrams. Scaffolding techniques utilized teaching modeling, guided questions, peer feedback, and teacher conferencing based on Vygotsky's Sociocultural Theory and process-oriented writing, which was complemented by the frameworks of CognitiveiTheory of Multimedia Learning and Hyland (2019).

The control group received traditional writing instruction consisting of teacher instruction and correction, textbook instruction, and completion of individually written exercises, worksheets, and other instructional activities. The focus was the same learning outcomes with the same instructional time for both groups; the experimental group was the sole recipient of integrated Canva and multimodal resources. Because Canva and multimodal scaffolding were implemented as a combined instructional condition, their separate effects cannot be isolated.

Two instruments were used. The first was an Islamic Procedure Text Writing Test requiring students to compose a 200–250-word text within 60 minutes. Topics represented familiar Islamic practices, including wudu, tayammum, ṣalāh, zakat, hajj rituals, halal food preparation, and halal animal slaughter. Writing was assessed using an analytic rubric adapted from Jacobs et al. (1981) and supported by Hyland (2019) (Ary et al., 1972; Hyland, 2019), covering content (30), organization (20), vocabulary (20), grammar (25), and mechanics (5), for a total of 100 points.

The second instrument was a 20-item five-point Likert Writing Motivation Questionnaire measuring intrinsic motivation, engagement, self-efficacy, writing enjoyment, and writing confidence. The questionnaire was administered after the intervention. Content validity procedures and pilot testing were described in the original instrument-development procedure, while internal consistency was assessed using Cronbach's Alpha (Taber, 2018).

All writing compositions were scored directly by the researcher using the predetermined analytic rubric. The same rubric and scoring criteria were applied to the pre-test and post-test compositions of both groups. No additional raters were involved; therefore, inter-rater reliability, rater training, and rater blindness were not applicable. Because the researcher knew group membership during scoring, potential scorer bias cannot be completely excluded.

Data were analyzed using IBM SPSS Statistics. Descriptive statistics were used to summarize means and standard deviations. Shapiro–Wilk tests examined normality, and Levene's test examined homogeneity (Field, 2024; Pallant, 2020). An independent-samples t-test examined baseline equivalence. Paired-samples t-tests examined within-group writing changes, while gain scores were compared between groups using an independent-samples t-test. Cohen's d was calculated to estimate effect magnitude (Louis Cohen, 2018), and N-Gain was used descriptively

following Hake (1999). Writing motivation was compared between groups using an independent-samples t-test because the questionnaire was administered after the intervention.

FINDING AND DISCUSSION

The experimental group obtained a pre-test writing mean of 75.03 (SD = 6.89), while the control group obtained 75.29 (SD = 6.39). The baseline comparison was not significant, t(67) = -0.17, p = .869, indicating that the two intact classes began the study at comparable levels of writing performance.

Group	N	Pre-test M (SD)	Post-test M (SD)	Mean Gain
Experimental	35	75.03 (6.89)	79.40 (8.40)	4.37
Control	34	75.29 (6.39)	76.62 (6.36)	1.32

Within the experimental group, writing performance increased significantly, t(34) = 6.50, p < .001, with a large within-group effect (d = 1.10). The control group's increase was not statistically significant, t(33) = 1.72, p = .095. More importantly, the experimental group's mean gain of 4.37 points was significantly greater than the control group's 1.32-point gain, t(67) = 2.99, p = .004, d = .72. Thus, H2 was supported.

The gain-score comparison provides stronger evidence for differential improvement than a simple post-test comparison because the groups began at similar levels. The findings suggest that the experimental instructional condition was associated with greater writing improvement, although the quasi-experimental design and intact classes prevent a definitive causal conclusion.

The results corroborated the process-oriented writing approach of Hyland (2019). Participants in the experimental group were guided through the steps of writing planning, drafting, revising, and publishing, as opposed to being required to write in one step. These results corroborate Vygotsky's (1978) theory of interaction in that guided participation facilitates participants developing beyond their independent level. Further, Mayer's (2021) CognitiveiTheory of Multimedia Learning adds that visual and verbal representations assist learners in organizing information for the conversion into written language.

Motivation post-intervention was higher for the experimental group (M = 4.49, SD = 0.39) relative to the control group (M = 4.08, SD = 0.48). The independent-samples t-test showed a significant difference, t(67) = 3.85, p < .001, with a large effect size (d = .93). H1 was therefore supported.

Collaborative use of Canva in the experimental group may have enhanced goal orientation. These activities offered choices to students with regard to digital presentation, enabled social communication, allowed students to view and revise their drafts, and provided guidance for the writing process. These features are consistent with Self-Determination Theory (Deci & Ryan, 2000). The result should be interpreted cautiously, since motivation was analyzed after the

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intervention. The data, therefore, indicate a post-intervention group difference rather than a motivational change from before to after the intervention.

	N	Motivation M	SD	t(67)	p	Cohen's d
Experimental	35	4.49	0.39	3.85	< .001	0.93
Control	34	4.08	0.48			

Writing Component	Pre-test M	Post-test M	Mean Gain	Paired-test p
Content	75.00	81.71	6.71	< .001
Organization	76.00	82.14	6.14	< .001
Vocabulary	74.71	77.43	2.71	.001
Grammar	74.71	76.57	1.86	.005
Mechanics	74.71	79.14	4.43	< .001

Content and organization showed the most growth, with gains of 6.71 points and 6.14 points, respectively. This shows that the merged condition of integrated instruction was particularly helpful for content and organization of the procedural steps. Visual templates, graphic organizers, and examples plus procedural demonstrations provided students with organizational supports prior to writing the English language text, which supports the multi-media learning theory (Mayer, 2021).

Mechanics and vocabulary showed substantial improvement, with mean gains of 4.43 points for mechanics and 2.71 points for vocabulary. Grammar showed a gain of 1.86 points. The smaller gain in grammar reveals that multimodal resources may support a student in thought organization and framework more than the development of grammatical correctness, which tends to require practice in language use over a longer period of time. The uneven improvement across the components is important: the intervention may have resulted in overall improvement to the components of writing, but not to an equal extent.

The findings broaden the contextual element of digital writing instruction. Islamic procedure topics such as wudu, tayammum, ṣalāh, zakat, hajj, and halal food preparation were familiar to students, allowing them to draw on existing knowledge while focusing on English expression. Contextualized tasks may therefore complement multimodal scaffolding by reducing the difficulty of generating content and increasing the relevance of writing activities.

Taken together, the findings suggest that Canva-Based Digital Tools can become more pedagogically meaningful when integrated with structured multimodal scaffolding. The experimental condition combined digital affordances with teacher modelling, visual support, collaboration, feedback, and guided revision. The results therefore should not be interpreted as evidence that Canva alone produced the observed differences. Rather, they indicate the potential value of the integrated instructional model for supporting both affective and writing outcomes in an Islamic secondary-school EFL context.

CONCLUSION

This study examined the integration of Canva-Based Digital Tools and Multimodal Scaffolding in Islamic procedure-text writing among Grade XI students in an Indonesian Madrasah Aliyah. The experimental group demonstrated significantly higher post-intervention writing motivation than the control group, with a large effect size. It also showed significantly greater writing improvement based on gain-score comparison.

Writing improvement was uneven across the five assessed components. Content and organization showed the largest gains, followed by mechanics and vocabulary, while grammar showed the smallest gain. The findings suggest that multimodal and scaffolded instruction may be particularly useful for supporting idea generation and organization while continued attention is needed for grammatical accuracy.

The study contributes empirical evidence from an underrepresented Islamic secondary-school context. However, because the research used two intact classes, employed a combined Canva-plus-scaffolding condition, and relied on researcher scoring, the findings should be interpreted cautiously. Future studies must use larger sample sizes, better experimental designs, blinded reviews or multiple reviews where applicable, and effect separations that distinguish Canva from multimodal scaffolding from other variables.

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