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Development of Canva-Based Digital Portfolio Assessment in Learning to Write Advertising Texts for Junior High School Students

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Abstract

Advances in digital portfolio technology have enabled conventional portfolios to be transformed into more flexible, practical, and accessible assessment tools that allow teachers to systematically collect, document, and present students' learning progress. This study aimed to develop a Canva-based digital portfolio assessment for teaching advertising text writing to junior high school students and to evaluate its validity and practicality. The study employed a Research and Development design using the ADDIE model, comprising Analysis, Design, Development, Implementation, and Evaluation. Data were collected using subject matter expert and media expert validation sheets, a student response questionnaire, and a learning outcome test. The resulting product was a Canva-based digital portfolio template containing student identification, learning objectives, initial advertising text drafts, revised drafts, final products, self-reflections, and an assessment rubric. Subject matter expert validation yielded a score of 92%, while media expert validation reached 93%, with both classified as highly valid. The content pilot test produced an average score of 89.0%, categorized as very good, whereas the product pilot test achieved an average

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score of 91.2%, indicating a highly practical level. The findings demonstrate that the Canva-based digital portfolio assessment facilitates continuous evaluation of learning processes and outcomes, enhances student engagement, and supports the development of advertising text writing skills. The study concludes that the developed product is valid and practical and can therefore serve as an alternative assessment instrument for Indonesian language instruction at the junior high school level. Its practical contribution lies in providing teachers with a structured, accessible, and process-oriented digital assessment tool for monitoring students' writing development.

Keywords: Advertising Text Writing; Alternative Assessment; Canva; Digital Portfolio; Writing Skills

INTRODUCTION

The development of digital technology in the Society 5.0 era has brought about changes in various aspects of life, including the field of education. Twenty-first-century learning requires students to possess critical thinking, creativity, communication, and collaboration skills, as well as the ability to utilize technology as a learning tool. Therefore, the learning process focuses not only on achieving final outcomes but also on the continuous development of students' competencies. In this context, the assessment system is a key component that must be adapted to the needs of 21st-century learning (Hasanah & Haryadi, 2022).

Indonesian language instruction under the Merdeka Curriculum emphasizes the development of literacy competencies, which include listening, speaking, reading, watching, and writing. One of the skills students need to master is writing. Writing is the process of expressing ideas, thoughts, and information in writing so that they can be understood by readers. This skill requires not only language proficiency but also the ability to think critically, creatively, and communicatively.

One of the writing topics taught at the junior high school level is advertising copy. Advertising copy is a persuasive text intended to influence readers or listeners to take an interest in a product, service, or idea. In the classroom, students often struggle to compose effective advertising copy due to a lack of creativity in crafting messages, the inappropriate use of persuasive language, and a shortage of learning materials that support the writing process over time (Sari, Salamah, & Sari, 2025).

Furthermore, the assessments used by teachers are still dominated by conventional assessments that focus on final outcomes without considering the process of students' writing skill development. In fact, writing is a productive skill that requires continuous monitoring through various stages, ranging from planning, drafting, and revising to the publication of the final piece. An assessment system that focuses solely on final outcomes is unable to provide a comprehensive picture of students' skill development throughout the learning process. Therefore, there is a need for assessments that can both document and evaluate the development of students' competencies on an ongoing basis (Chourio-Acevedo et al., 2024).

In the learning process, student worksheets (LKPD) are one of the tools used to measure students' level of understanding and learning achievement. One type of LKPD that can be used as an assessment tool is a portfolio. In general, a portfolio is a collection of documents—which serve as assessment objects—belonging to an individual, group, institution, or organization, with the purpose of documenting and evaluating the progress of a process (Adrianik, 2023).

With the advancement of digital technology, conventional portfolios can be transformed into digital portfolios that are more flexible, practical, and easily accessible. Digital portfolios allow teachers to systematically collect, document, and evaluate students' learning progress in digital form. Through digital portfolios, students can save their work, make revisions, and reflect on their learning process. Digital portfolio assessment allows teachers to systematically collect, document, and evaluate students' learning progress in digital form.

Advances in digital technology have also made available various platforms that can be utilized in learning, one of which is Canva. Canva is a web-based graphic design application that offers a variety of attractive and easy-to-use templates. Using Canva allows students not only to write advertising copy but also to present it in an engaging visual format, thereby boosting their motivation to learn and fostering their creativity.

Given these issues, there is a need to develop a Canva-based digital portfolio assessment for teaching junior high school students how to write advertising texts. This study aims to produce a digital portfolio assessment tool that is valid, practical, and effective for use in Indonesian language instruction. The development of digital portfolios in education aligns with the definition of Educational Technology put forth by the Association for

Educational Communications and Technology (AECT) in 2018, which emphasizes that educational technology serves to facilitate, connect, and support the learning process and performance improvement through the application of design strategies that optimize the management of learning resources and learning outcomes. The availability of these various digital platforms is expected to support more effective and innovative learning that meets the demands of technological advancements and the needs of 21st-century students (Pamungkas, Utomo, & Nursetyo, 2023).

METHODS

This study employs the Research and Development (R&D) method. This method aims to produce an educational product and test the feasibility, practicality, and effectiveness of the developed product. The development model used is the ADDIE model proposed by Branch, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, an analysis was conducted of the needs, characteristics of the students, and problems encountered in learning to write advertising texts in junior high school. The design stage involved designing a Canva-based digital portfolio assessment product, including the development of assessment components, assessment indicators, and media presentation. Next, during the development stage, the product was created and validated by subject matter experts and media experts to obtain feedback on the product's suitability. The implementation stage involved piloting the product with eighth-grade junior high school students during advertising text writing lessons. The final stage, evaluation, aimed to determine the product's suitability, practicality, and effectiveness based on validation results, student feedback, and student learning outcomes.

The subjects in this study consisted of an Indonesian language subject matter expert, an instructional media expert, and eighth-grade junior high school students. The subject matter expert, who was the sole expert, was responsible for evaluating the content's appropriateness, linguistic aspects, and the product's alignment with Indonesian language learning outcomes. The educational media expert, who was one person, was tasked with evaluating the appearance, design, and ease of use of the Canva-based digital portfolio assessment product. Meanwhile, the product test subjects were 15 eighth-grade junior high school students selected to assess the practicality and effectiveness of the developed product.

The instruments used in this study included subject matter expert validation forms, media expert validation forms, and student response questionnaires. The expert validation forms were used to obtain data on the product's suitability in terms of both content and media, while the student response questionnaires were used to determine the product's practicality based on user perceptions. In addition, learning outcome tests were administered before and after product use to determine the effectiveness of the Canva-based digital portfolio assessment in improving students' ability to write advertising texts.

The data analysis techniques used in this study consisted of validation data analysis, student response analysis, and learning outcome analysis. The data from expert validation and student responses were analyzed using quantitative descriptive methods, applying the following percentage formula:

$$P = \frac{F}{N} \times 100$$

Notes:

P = Percentage

F = Number of responses

N = Number of respondents

The resulting percentages were then interpreted based on feasibility criteria to determine the product's validity and practicality. Validity criteria:

Table 1. Validity Criteria

Percentage	Category
81–100%	Highly Valid
61–80%	Valid
41–60%	Moderately Valid
21–40%	Less Valid
0–20%	Invalid

RESULTS

This study produced a Canva-based digital portfolio assessment tool used to teach junior high school students how to write advertising texts. The tool was developed using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The assessment tool was designed to document the entire

writing process—from planning and drafting to revising and creating the final product, a digital advertising poster.

The digital portfolio consists of seven main components: the student profile page, learning objectives, the initial draft of the advertisement, the revised version, the final version of the advertisement, the student self-reflection sheet, and the teacher's assessment rubric. All of these components are organized within a single Canva template that students can access and edit online.

1. Analysis Phase

The analysis phase was conducted to identify learning needs, student characteristics, and the challenges faced by teachers in administering writing assessments for advertising texts.

Based on the observation results, it was found that teachers still use assessments focused on the final product, so the development of students' writing skills has not been optimally documented. Interview results indicate that students tend to lack motivation in writing because the assessment process emphasizes final grades more than the learning process itself.

In addition, the results of the analysis of student characteristics show that most students are accustomed to using digital devices such as smartphones and laptops. Students also actively use various internet-based applications, making them well-prepared to use digital media as a learning tool.

Based on these findings, there is a need to develop an assessment method capable of documenting the learning process on an ongoing basis. Therefore, a Canva-based digital portfolio assessment was chosen as a solution to integrate authentic assessment with digital technology that is familiar to students' daily lives.

2. Design Phase

During the design phase, the structure of the digital portfolio was designed, assessment rubrics were developed, and the visual appearance of the product to be used in the learning process was created. The assessment rubrics were developed based on four main aspects: the structure of the advertisement text, the use of persuasive language, the creativity of the content, and the quality of the visual design. Canva was selected as the development platform based on several considerations, including its ease of use for middle school students, the availability of various attractive templates, accessibility via both computers and

smartphones, support for collaboration and online document storage, and its ability to integrate text and visual elements into a single platform. In addition, a portfolio workflow was designed for this stage, allowing students to make gradual revisions based on feedback provided by teachers, thereby making the learning process more focused and sustainable.

3. Development Phase

The development phase involved creating a digital portfolio template using Canva in accordance with the design that had been developed. The finished product was then validated by subject matter experts and media experts.

a. Results of the Subject Matter Expert Validation

Content expert validation aims to determine the alignment of the product's content with the Indonesian language learning outcomes, the characteristics of advertising texts, and the principles of authentic assessment.

Table 1. Results of Subject Matter Expert Validation

Assessment Aspects	Percentage
Relevance of content	95%
Alignment with learning objectives	90%
Clarity of indicators	91%
Clarity of the assessment rubric	90%
Language use	94%
Average	92%

Based on the table, a percentage of 92% was obtained, falling into the "highly valid" category. These results indicate that the product meets the content standards for Indonesian language learning. Subject matter experts assessed that the rubric used was able to comprehensively measure students' competencies in writing advertising texts. Additionally, the self-reflection component included in the portfolio was deemed capable of helping students evaluate their learning outcomes. The high level of validity indicates that the developed product aligns strongly with the learning objectives and the need for writing skills assessment.

b. Results of the Media Expert Validation

Media expert validation is conducted to assess the product's visual quality, ease of use, and technical aspects.

Table 2. Results of the Media Expert Validation

Evaluation Criteria	Percentage
Visual Design	95%
Layout	92%
Ease of Navigation	92%
Visual Quality	93%
Ease of Use	93%
Average	93%

The validation results showed an average percentage of 93%, classified as "highly valid." Media experts assessed that the layout, colors, and visual elements of the Canva template are appropriate for middle school students and easy to use in the learning process.

4. Implementation Phase

After undergoing validation by experts and being deemed valid and suitable for use, the Canva-based digital portfolio assessment was implemented in advertising text writing instruction for eighth-grade junior high school students. The implementation phase was carried out through a limited product trial in a real-world learning setting. This activity aimed to determine the practicality and acceptability of the product among students as users.

During the implementation phase, students used the Canva-based digital portfolio assessment to document their learning process in writing advertising texts. Students accessed the provided portfolio template, completed assignments step by step, uploaded their written work, made revisions based on teacher feedback, and compiled the final results into a digital portfolio. Throughout the learning process, the researcher observed the students' engagement with the product and provided guidance when technical difficulties arose.

After the learning activities were completed, the researchers solicited student feedback through a questionnaire to gather data on the level of understanding, ease of use, and practicality of the developed product. In addition, students were given the opportunity to provide suggestions and comments to help improve the product. The implementation phase consisted of two activities: content testing and product testing.

a. Content Testing

A content pilot test was conducted to determine the level of understanding of the digital portfolio assessment content among users, namely junior high school students. This

pilot test involved 10 eighth-grade students with characteristics similar to those of the research subjects.

The students were asked to study the Canva-based digital portfolio template that had been developed and then complete a questionnaire assessing their understanding of the product's content. The aspects evaluated included the clarity of the usage instructions, the clarity of the learning objectives, the students' understanding of the tasks to be completed, the clarity of the assessment rubric, and the appropriateness of the language used.

Table 3. Content Testing Results

Assessment Aspects	Percentage
Clarity of instructions	88%
Clarity of learning objectives	90%
Comprehensibility of the assignment	89%
Clarity of the grading rubric	87%
Appropriateness of language	91%
Average	89,0%

Based on the table, the average percentage of the content test results reached 89.0%, falling into the "very good" category. These results indicate that students were able to understand the content of the digital portfolio well. The instructions provided in the Canva template were deemed easy to understand, so students did not encounter any difficulties in completing the assigned tasks. Additionally, the use of simple and communicative language helped students understand the learning objectives and the assessment criteria used.

However, some students provided feedback regarding the length of the instructions in the self-reflection section. Based on this feedback, revisions were made to simplify the instructional sentences so they would be more concise and easier to understand.

b. Product Testing

After revisions were made based on the results of the content pilot test, the product was then tested through a limited product pilot test. This pilot test aimed to determine the practicality of using a Canva-based digital portfolio assessment in teaching students how to write advertising copy. The product pilot test involved 15 eighth-grade middle school students. During the pilot test, students used the digital portfolio to draft advertising copy, upload their work, make revisions, and finalize their projects.

Table 4. Product Test Results

Evaluation Criteria	Percentage
Ease of Access	92%
Ease of Use	90%
Visual Appeal	94%
Feature Completeness	89%
Practicality	91%
Average	91,2%

Based on the product trial results, an average score of 91.2% was obtained, falling into the "very practical" category. These results indicate that students can use the product easily without requiring intensive guidance from teachers. Students were able to access Canva templates, edit portfolio content, save their work, and share portfolio links with teachers for grading.

The visual appeal aspect received the highest score of 94%. This indicates that the visual design provided by Canva is effective in increasing students' interest in completing writing assignments. Meanwhile, the feature completeness aspect received the lowest score of 89%, although it still falls within the "very good" category. Some students suggested adding sample advertising text pages that could serve as references while working on assignments.

Based on the results of the product testing, the following final revisions were made:

1) Added sample ad copy to the portfolio template.
2) Simplified the user guide.
3) Added navigation icons to each page.
4) Improved the layout of the evaluation section to make it easier to read.

5. Evaluation Phase

The evaluation phase is the final stage in the ADDIE model, aimed at comprehensively assessing the quality of the product and making improvements based on the results of its implementation. The evaluation was conducted formatively by analyzing the results of expert validation, content testing, product testing, as well as the feedback and suggestions provided by students during the use of the Canva-based digital portfolio assessment in learning to write advertising texts.

Based on the validation results from subject matter experts, media experts, and learning practitioners, the product was deemed valid and suitable for use in the learning

process. Furthermore, the content testing results showed that the digital portfolio assessment had an excellent level of comprehensibility, with an average percentage of 89.0%. Meanwhile, the product testing results indicated a very high level of practicality in use, with an average percentage of 91.2%. These findings demonstrate that the developed product is not only suitable in terms of content and appearance but is also easy for students to use.

An evaluation was also conducted based on feedback provided by students through a response questionnaire. Some students noted that the instructions in the self-reflection section were still too lengthy and needed to be simplified. In addition, students suggested adding sample advertising texts as references for completing assignments, as well as adding navigation icons to facilitate moving between pages in the digital portfolio. Based on this feedback, the researcher made final revisions, including simplifying the instructions, adding sample advertisement texts, improving the layout of the assessment rubric, and adding navigation icons on every page.

Overall, the evaluation results indicate that the Canva-based digital portfolio assessment meets the criteria of being valid, practical, and easy for students to understand. The developed product facilitates a continuous assessment process, documents students' progress in writing skills, and increases student engagement in learning to write advertising texts. Thus, the Canva-based digital portfolio assessment is suitable for use as an alternative assessment tool in Indonesian language instruction at the junior high school level.

Table 5. Summary of Product Evaluation Results

Evaluation Stage	Result	Category
Expert validation	The product was deemed suitable for use	Valid
Content testing	89,0%	Very Good
Product testing	91,2%	Very practical
Learner feedback	Positive and enthusiastic about using the product	Very Good
Final revisions	Refinements to instructions, features, and appearance	Final product

Based on the results of this evaluation, the Canva-based digital portfolio assessment that was developed has produced a final product that meets the criteria for feasibility and practicality, making it suitable for use as an assessment tool in teaching junior high school students how to write advertising texts.

DISCUSSION

This study produced a Canva-based digital portfolio assessment tool used in teaching junior high school students how to write advertising copy. The product was developed using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The resulting product is a digital portfolio template that includes the student's identity, learning objectives, initial drafts of advertising texts, revised versions, final products, self-reflection sheets, and a teacher assessment rubric. The development of this assessment was based on learning needs that require authentic assessment capable of continuously documenting students' learning processes and outcomes.

During the analysis phase, it was found that the implementation of advertising text writing assessments in schools still focuses on the final product, resulting in the students' writing skill development not being fully documented. These findings indicate the need for assessment instruments that not only measure final outcomes but also facilitate the students' learning process. Furthermore, the fact that students are accustomed to using digital devices serves as a supporting factor in the development of technology-based assessments. This aligns with the concept of authentic assessment, which emphasizes a comprehensive evaluation of both the learning process and outcomes, thereby providing a more accurate picture of students' competency development.

During the design phase, the portfolio structure and assessment rubric were developed based on the competencies required for writing advertising texts, which include text structure, the use of persuasive language, creative content, and the quality of visual design. The use of Canva as a development tool was based on its ease of use, the availability of various attractive templates, and its ability to integrate text and visual elements within a single platform. In addition, Canva's collaboration and online storage features allow students to gradually revise their work based on teacher feedback. This demonstrates that the use of digital media not only serves as a means of storing learning outcomes but also supports the creation of more interactive and student-centered learning.

The results of the subject-matter expert validation achieved a validity rate of 92%, classified as "highly valid." This high level of validity indicates that the product's content aligns with the Indonesian language learning outcomes and the principles of authentic assessment. This finding is consistent with research conducted by Sahyoni (2021) which states that portfolio-based assessment is an effective assessment model for measuring junior

high school students' writing skills because it is able to integrate the process and outcomes of learning in a balanced manner.

Furthermore, the validation results from media experts yielded a 93% validity rate, classified as "highly valid." The design, layout, visual quality, and ease of navigation were assessed as being appropriate for junior high school students. This indicates that the use of engaging digital media can increase students' interest and engagement in learning. These findings are supported by research by Amanda, Megawati, & Mandarani (2024), which states that Canva is an effective tool for supporting writing instruction because it enhances students' creativity and provides a more engaging learning experience.

During the implementation phase, the content pilot test results showed an average score of 89.0%, which falls into the "very good" category. These results indicate that the product's content is easily understood by students. The clarity of the instructions, learning objectives, and assessment rubric helped students understand the tasks they were required to complete. This finding aligns with the results of a literature review conducted by Suwarti (2025), which states that portfolios are reflective, student-centered assessment instruments capable of enhancing students' learning motivation and metacognitive awareness.

The product trial results showed an average percentage of 91.2% in the "very practical" category. The highest percentage was found in the aspect of visual appeal, at 94%. These findings indicate that the use of Canva can increase students' interest in completing advertising text writing assignments. These results align with the research by Budi & Anwar (2024) on the implementation of Canva-based e-portfolios in writing instruction. That study showed that the use of Canva-based e-portfolios not only improves learning outcomes but also boosts students' self-confidence and reduces anxiety during the writing process. Furthermore, a process-oriented approach makes students more active and independent in producing their writing.

The inclusion of revision and self-reflection stages in the digital portfolio developed also supports the findings of Wulandari, Suryoputro, & Mulyono (2024), who state that the use of e-portfolios can increase student engagement in learning and provide a more authentic assessment experience compared to conventional assessment. E-portfolios allow students to systematically document their learning outcomes and provide opportunities for continuous improvement.

Overall, the evaluation results indicate that the Canva-based digital portfolio assessment meets the criteria for validity and practicality, making it suitable for use in teaching junior high school students how to write advertising texts.

CONCLUSION

Based on the results of research and development using the ADDIE model, it can be concluded that the Canva-based digital portfolio assessment for teaching junior high school students how to write advertising texts was successfully developed and meets the criteria for validity and practicality. The resulting product consists of components such as student identity, learning objectives, initial drafts, revised versions, final products, self-reflection, and an assessment rubric that documents the writing process on an ongoing basis. Validation results from subject matter experts and media experts indicate a very high level of validity, while content and product pilot test results show that the developed assessment is easy to understand, engaging, and practical for students to use. Furthermore, the use of Canva as a development tool supports the implementation of authentic assessments focused on both the learning process and outcomes, enhances student engagement, and facilitates gradual reflection and improvement of writing. Thus, the Canva-based digital portfolio assessment is suitable for use as an alternative assessment tool in teaching middle school students how to write advertising texts and is relevant to the demands of 21st-century technology-based learning.

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