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Digital stories combined with POWER strategy supported by Canva in writing skill and social emotional learning

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Abstract. This study aimed to investigate whether the integration of digital stories and the POWER (Plan, Organize, Write, Edit, and Revision) strategy, supported by Canva, had a significant effect on students' writing skill and social emotional development. The study was conducted at SMA Negeri 1 Tejakula, focusing on second grade students during the 2024/2025 academic year. It employed an experimental study with posttest only control group design. The total population consisted of 264 students from 8 classess. A sample of 132 students from four classes was selected using the intact group sampling technique and divided into experimental and control groups. The obtained data of the study were collected using two types of instruments: the writing test and questionnaire. The data were analyzed by using descriptive statistic and inferential statistic analysis, i.e one-way manova. The results revealed that: 1) student taught using digital stories combined with the POWER strategy and supported by Canva demonstrated significantly better writing skills compared to those taught using conventional methods; 2) students' social-emotional development also improved significantly under the same treatment. The development of this new method needs to involve various field, not only principals and teachers, but also students and other researcher who are interested to know the effect of it in writing skill and social emotional of students in other subject.

Introduction

Writing is one of the core language skills taught in schools and universities. Among those four language skills, writing is the most complex since it involves thinking, feeling, talking, and reading as well as writing (Altun, 2023). Several reasons underline the importance of writing skills. First, writing skill is a basic foundation for english learners to support their success in academic life, e.g to able to work on written assignment or report in English well (Akhmedjanova & Moeyaert, 2022). Second, writing ability in english is a practical need to be used to support their future carier because many job vacancies require the ability to write in english well (Lee & Schmidgall, 2020). For example, when a secretary is expected to able to make some reports by using English, they should have good ability in english writing. Other example, front office staff are expected to write messages, emails, or reports clearly and accurately in English

Despite its importance, students often face difficulties in developing these skills due to factors like unengaging materials, ineffective media, and teachers still use conventional methods. They need innovative teaching method like integrating technology with writing method (Widana et al., 2023).

Innovative teaching method like using technology became an essential tool to enhance students' learning because it helped them learn at their own pace and access resources that fit their needs (Haleem et al., 2022). They found that technology made it easier and faster to complete their assignments (Akhmedjanova & Moeyaert, 2022).

Preliminary interview with grade XI students at SMA Negeri 1 Tejakula revealed several obstacle to writing. Due to demands of the "*Merdeka Curriculum*", teachers often struggle to complete lesson objectives in one session, especially when teaching complex subjects like writing. The time to learn English, espcially writing has not been enough for the students because they have needed more time to practice. Second, students have often lack interest in writing because of teacher's method. The continued use of conventional teaching methods fails to engage students. Learners reported difficulties in organizing and visualizing ideas when only using text-based tools. Fear of judgment, perfectionism, and self-doubt also contributed to students' reluctance to express themselves authentically. Students may worry about how their writing will be received, they feel that their ideas were not valuable, leading hesitation. The situation also leaves students unmotivated because they feel overwhelmed by negative emotions, resulting in dissatisfaction when they publish their writing. Therefore, it is important for us to think about the way to help students improving their writing skills by thinking about the factors that students may like. Moreover, thinking about the social emotions that students have, is also quite urgent. These emotional barriers often lead to demotivation and dissatisfaction with their own writing. It is important for us to help students get out of the negative emotions so that the dissatisfaction will be reduced.

In supporting students mastering in writing, it was necessary for the teacher to create remarkable method and media which students found easier. Concerning a remarkable method, digital stories were used as media to teach writing during the study. Moreover, by combining with Canva as user-friendly graphic design platform widely recognize in educational technology for its accessibility and versatility, catering to both begginers and experts (Gehred, 2020; Sumandya et al., 2023). It also used fostering students' creativity among students in english writing task (Asalami et al., 2024). Additionally, to make students easy to write, especially in narrative writing, the need other strategy were required to achieve the goal of mastering in writing skill, named POWER strategy because this strategy consisted good stage such as preparing, organizing, writing, editing, and rewriting (Muhari et al., 2017; Purnadewi & Widana, 2023). Moreover, social emotional aspects also need attention in education. The students did not enthusiatic and feel afraid when explore or share ideas in written form. Of course, the aspect of social emotional like self-awareness, self-management, social-awareness, relationship skills, and responsible decision making are important for students' future success. Because in academic success, we should pay attention with social emotional, it is equally important in school and both are prioritized and also impacts students' academic acheivement and even future employement (Durlak et al., 2011; Ng & Bull, 2018). In summary, it is underscored that Social Emotional and academic learning are equally important because they significantly influence students' emotional well – being and future success (CASEL, 2020; Suhardita et al., 2024).

The researchers intend to expriment with combining technology with the POWER strategy to improve students' writing skills and to understand their social – emotional state after receiving treatment. The application of this method combined with technology in grade XI at SMA Negeri 1 Tejakula was expected to be more effective because students learn more actively to improve their writing skills and social emotional. From several previous empirical reviews, this kind of development has only focused on writing skills and social emotional learning on students learning outcomes. Therefore, the novelty of this study is to reveal these aspects one by one, using different techniques and methods compared to the previous research.

From these facts, it has been concluded that students need methods to improve writing skill and social emotional. The reseachers intend to experiment combining the technology named digital stories and canva application with strategy named POWER to enhance students writing skill and social emotional. The objectives of the study were to: 1) analyze the effect of the implementation of Digital Stories combined with POWER strategy supported by canva on students' writing skills compared to conventional methods, and 2) assess their impact on students' social-emotional development. Based on the purpose of this research, there are three formulated hyphoteses to be tested, they were: (a) there is a significant difference in students' writing and social-emotional outcomes when taught with the developed method versus the conventional approach; (b) the integrated method significantly improves writing skills; and (c) it significantly enhances students' social-emotional development.

Method

This study employed an experimental design using quantitative methods. In addition, this study used an experimental class and a control class, where the experimental class received instruction using the developed media, and the control class received conventional instruction. There were two research variables consisting of independent variables (X) namely Digital Stories combined with the POWER strategy powered by Canva, representing a modern approach to narrative creation that leverages visual media to effectively engage audiences, while the dependent variables consists of two variables, namely students' writing skills (Y1) and social-emotional competence (Y2).

After this study, several procedure carried out in the research are as follows: first, identify the phenomenon to be explored in the school that students feel unmotivated when writing stories in narrative texts. Then, the researcher discussed the problem with the lecturer and explored the problem further by conducting a preliminary study. It includes a better understanding of the phenomenon and aims to come up with solutions. Second, ask for permission to conduct research from the principal because it is important to show the legality of the research and prove that the research was conducted. Third, choose research subjects who are students who have difficulties in writing skills and social-emotional learning. Fourth, collecting data on students' writing and social-emotional abilities. The research collected data by applying two data collection methods, namely tests and questionnaires. Tests administered before and after treatment using Digital Stories combined with POWER strategy powered by Canva. The questionnaire is given to collect student feedback on their experiences with their writing and social-emotional skills. Fifth, presenting and analyzing data. Findings are presented, data analysis is done clearly, and data is done for research. After that, the researcher analyzes the data processing or interprets the results obtained and compares them with previous research or existing theories. Sixth, reporting research findings, meaning containing a report of findings from the research and drawing conclusions based on the results of data analysis. Lastly, validating the accuracy of the data. That is, researchers validate data by applying triangulation between data resources, techniques, and theories.

In this study, a type of test and questionnaire are used to obtain data that will be processed to determine whether the hypothesis is achieved or not in the research. All instruments used in this study first. The analysis of the test instrument was carried out manually using the Rtable formula with the correlation of r person. As well as the analysis of the validity of the questionnaire instrument was carried out with the help of the SPSS application. The data that has been obtained using the instrument that has been compiled is analyzed using the single-path manova formula. In this formula, a prerequisite test is first carried out consisting of a normality test and a homogeneity test. After the data is declared normal and homogeneous, it is followed by conducting a hypothesis test using the one-path manova formula. To find out whether the data is normally and

homogeneously distributed or not seen from the analysis results that show > results of 0.05. As well as to find out whether the independent variable has a major impact on the dependent variable if the Eta Sqare value shows 0.14. This data analysis test was also carried out with the help of the SPSS application.

Results and Discussion

This study employed factorial research design using one-way manova. The data were categorized into two groups: Experimental Group, which consisted of students who received treatment using Digital Stories combined with POWER strategy supported by Canva, and the Control Group, which consisted of students taught using conventional method. In teaching learning activities, both groups participated in more than eight meetings. The learning implementation data were collected through classroom observation conducted during each meeting. These observations aimed to ensure that the teaching and learning activities aligned with the planned instructional procedures, enabling consistency in the application of the instructional strategies across all sessions.

Image 1. Watch Video

Image 1, shows that both images depicted students seated and attentively watching a projected video in the classroom. This scene reflects the integration of multimedia tools (Digital Stories) to enhance the teaching and learning process before they started their writing. The purpose was to make the material more engaging and easier to understand. The students appeared focused on the content being displayed, indicating active participation and high level of interest in the lesson.

Image 2. Students When Making Narrative Story

Image 2, captures students activitely engaged in planning their stories based on the assigned topic. They explored their idea to find out inspiration after watching several videos. The use of Digital Stories prior to the writing activity served as a stimulus or a source of ideas for the students' writing tasks. It may provide narratives, factual content, or conceptual frameworks that students could elaborate on in their written assignment. This process indicates that multimedia integration played a critical role in facilitating idea generation and supporting students' planning stages.

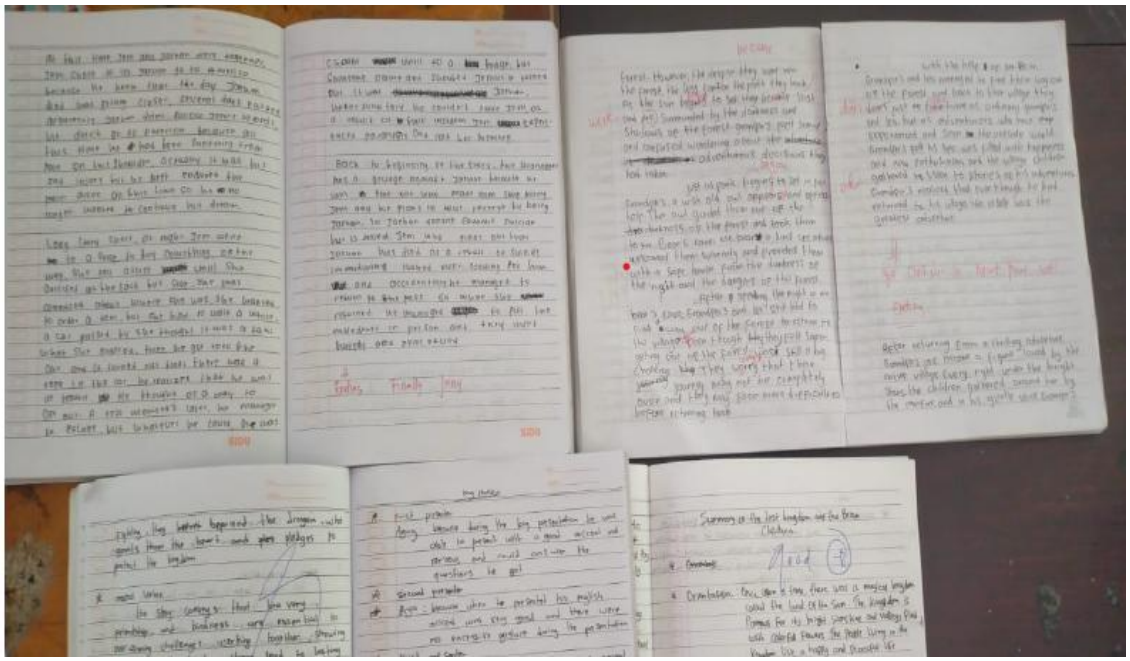

Image 3. Teacher Written Feedback

The image displays several pages of handwritten notes in students' notebooks. There were some corrections and annotations in red ink, indicated a review or editing process and students tried to revise the text based on the comments. Since, it lacks the nuances of face to face communication, written feedback should be clear, empathetic, and encouraging to avoid misunderstanding and to motivate the students.

Image 4. Teacher Oral Feedback

In addition to written comments, oral feedback was also provided to the students, enabling immediate clarification of misunderstandings and corrections of errors. This immediacy helps learners adjust their understanding or performance on the spot, which is particularly valuable in dynamic learning environments such as classroom.

Furthermore, as the objective of this study was to examine the effect of Digital Stories combined with POWER Strategy supported by Canva in students' writing skill and social emotional development, the analysis aimed to provide insight into the impact of the treatment given to the experimental group compared to the control group. For detail, you can see in table 1.

Table 1. Recapitulation of Descriptive Analysis in Posttest

No	Description	Experimental Group		Control Group	
		Writing Skill	Social Emotional	Writing Skill	Social Emotional
1.	Number of students	66	66	66	66
2.	Mean score	74.9	127.5	69.6	111.1
3.	Minimum score	61.3	119.0	56.3	101.0
4.	Maximum score	87.5	138.0	81.3	120.0
5.	Variance	37.8	16.0	31.7	19.9
6.	Standard of deviation	6,1	4.0	5.6	4.5
7.	Range	26.0	19.0	25.0	19.0
8.	Median	75.0	127.0	70.0	111.0

The table 1 presents a comparison between the experimental and control groups with two aspects, namely writing skill and social–emotional aspect. In the experimental group, there were 66 students with an average writing skill score of 74.9; while for the social emotional aspect, the average score was 127.5. On other hand, the control group is also consisted of 66 participants with the average writing skill score was 69.6 and social emotional score was 111.1. Overall, these data indicates that the experimental group performed better in both aspects compared to the control group.

In addition, assumpation test was conducted to examine data distribution, variance between groups, and multicollinearity of the dependent variable. The first assumption test was the normality test of data distribution, the second was homegenity test of variance between groups, and the third was the test of multicollinearity among dependent variables.

Table 2. Normality Test of Research Data

Analysis	Kolmogorov-Smirnov		Shapiro-Wilk				Conclusion
	Statistic	Df	Statistic	Df	Statistic	Df	
Post-Writing_ Experiment	0.105	66	0.067	0.976	66	0.224	Normal
Post-SE_ Experiment	0.104	66	0.074	0.978	66	0.294	Normal
Post-Writing_ Control	0.092	66	0.200	0.980	66	0.351	Normal
Post-SE_ Control	0.097	66	0.200	0.977	66	0.255	Normal

Table 2 presents the results of Kolmogorov–Smirov analysis which was selected because each group consisted of more than 50 participants. It shows that statistical value and significance level for several groups of data that were analyzed.

Table 3. Result of Homogeneity of Variance Test between Two Groups

Variable	Criteria	Levene Statistic	Df 1	Df 2	Sig
Writing Skill	Based on mean	0.296	1	130	0.587
	Based on median	0.313	1	130	0.577
	Based on median and with adjusted Df	0.313	1	129.59	0.577
	Based on trimmed mean	0.306	1	130	0.581

	Based on mean	1.306	1	130	0.255
Social	Based on median	1.227	1	130	0.270
Emotional	Based on median and with adjusted Df	1.227	1	129.63	0.270
	Based on trimmed mean	1.358	1	130	0.246

Table 3 presents the result of homogeneity of variance test for both variables. The test indicated that the variance between the groups was homogeneous so that the assumptions for futher analysis could be fulfilled. Then the homogeneity test of the variance–covariance matrix between dependent variables used Box's test

Table 4. Box's Test of Equality of Covarience Matrices

Box's M	7.306
F	2.395
df1	3
df2	3.042E6
Sig.	0.066

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.
a. Design: Intercept + Group

The non-significant result of Box's M test supported the assumption of homogeneity of covariance matrices, which was critical for multivariate analysis such as manova. Since the p=value was -,066 not less than 0,001 and further analysis could proceed without concern for unequal covariance matrices.

A multicollinearity test helps to diagnose the presence of multicollinearity in a model and state where there existts inter-associate or interrelation between two or more variables (Murel & Kavlakoglu, 2023).

Table 5. Intercorrelation Matrix Between Dependent Variables

		Writing	SEL
Writing	Pearson Correlation	1	0.503**
	Sig. (2-tailed)		0.001
	N	132	132
Social Emotional Learning	Pearson Correlation	0.503**	1
	Sig. (2-tailed)	0.001	
	N	132	132

Table 5 presents the intercorrelation matrix between the dependent variables, namely writing skill and social emotional development. The analysis result showed that there was a significant positive correlation between writing skill and social emotional development, with a Pearson Correlation Coefficient value of 0,503 and significant value (p) of 0,001. This indicates that higher writing skills are associated with higher social-emotional development in students. In addition, based on the results of the normality, homogeneity, linearity, and multicollinearity test of writing skills and social emotional development indicated that the assumptions for conducting the MANOVA test were met, allowing for the continuation of hypothesis testing.

Experimental Group

In this research, the experimental group consisting of 66 participants was a group of participants who received the treatment or intervention being tested. The experimental group used Digital Stories combined with POWER Strategy supported by Canva Application and the purpose of treatment was to see of the treatment had an effect or influnce the students' writing skill and social

emotional. In addition, to clarify the presentation, a frequency distribution chart was made which every bar represented a range of scores with the height of the bar that indicated the number of students who scored in that range.

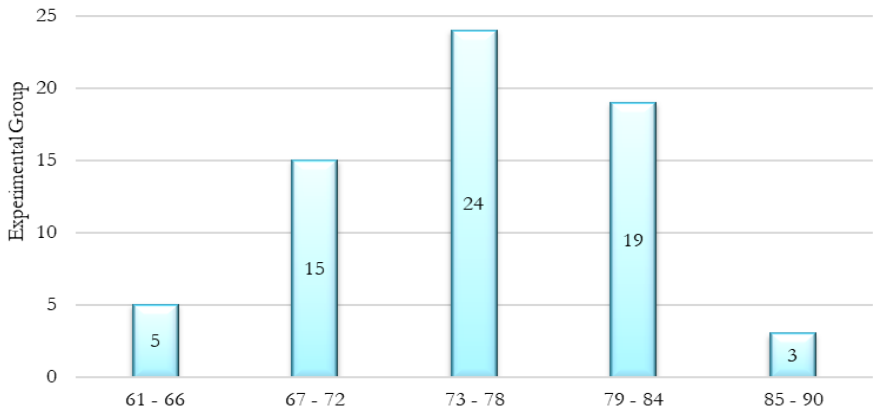

Chart 1. Result of Students' Writing Skill in Experimental Group

Based on the chart 1, the result of students' writing skill in experimental group with interval of 5 were presented. A total of 5 students scored between 61 and 66, indicating below average writing skills, 15 students scored between 67 and 72, indicating an improvement writing skills. The range of 73 to 78 had the largest number of students, with 24 students, indicating that the most students in the experimental group had average writing skill. A total of 19 students scored between 79 and 84, indicating fairly high writing skill, and only 3 students reached this highest score in range of 85 to 90, indicating a few students achieved very good writing skill. Overall, this chart depicted the distribution of students' writing skill in the experimental group, with most students in the score range around 73 to 78. It indicated that most students had writing skill at a moderate to fairly good level, suggesting a positive trend in skill development among the group.

Additionally, the researcher also discussed the result of students' social emotional development, providing an overview of students' posttest score in social emotional development after using that treatment.

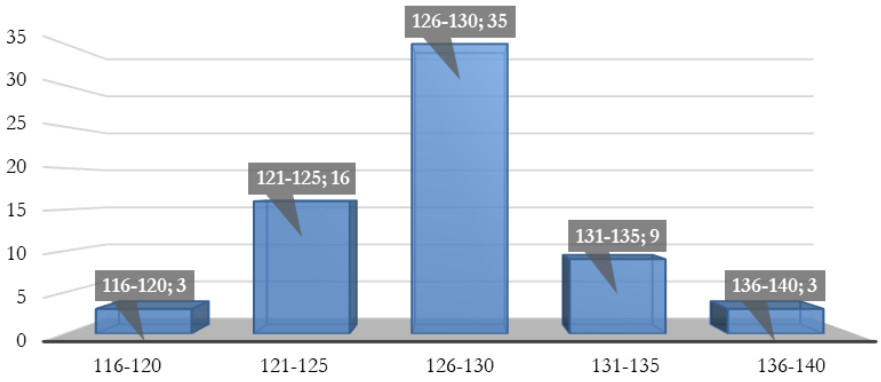

Chart 2. Students' Social Emotional in Experimental Group

Based on the data in table 1, the mean score in students' social emotional development was 127,5 and the chart 2 was represents the absolute frequency in each interval, with the height of the bar indicating the number of students who felt with a certain value range. The range of 116 to 120 had an absolute frequency of 3 students, indicating the lowest level of students' social emotional development. The range of 121 to 125 showed an increase with an absolute frequency of 16

students that indicate the more students were in that moderate of social emotional development. The range of 126 to 130 had the highest absolute frequency, with 35 students, indicating fair social emotional development. The range of 131 to 135 experienced a decreased with an absolute frequency of 9 students that show about high of social emotional. Finally, the range of 136 to 140 returned to the lowest number with only 3 students in very high in social emotional.

Control Group

The control group consisting of 66 participants was a group in an experiment that did not receive the treatment or intervention being tasted. In this situation, the researcher employed Conventional method, which served as a baseline for comparison with the experimental group (which did receive the treatment) was compared. By comparing the results of the experimental group with the control group, researcher was able to determine whether the treatment had a significant effect.

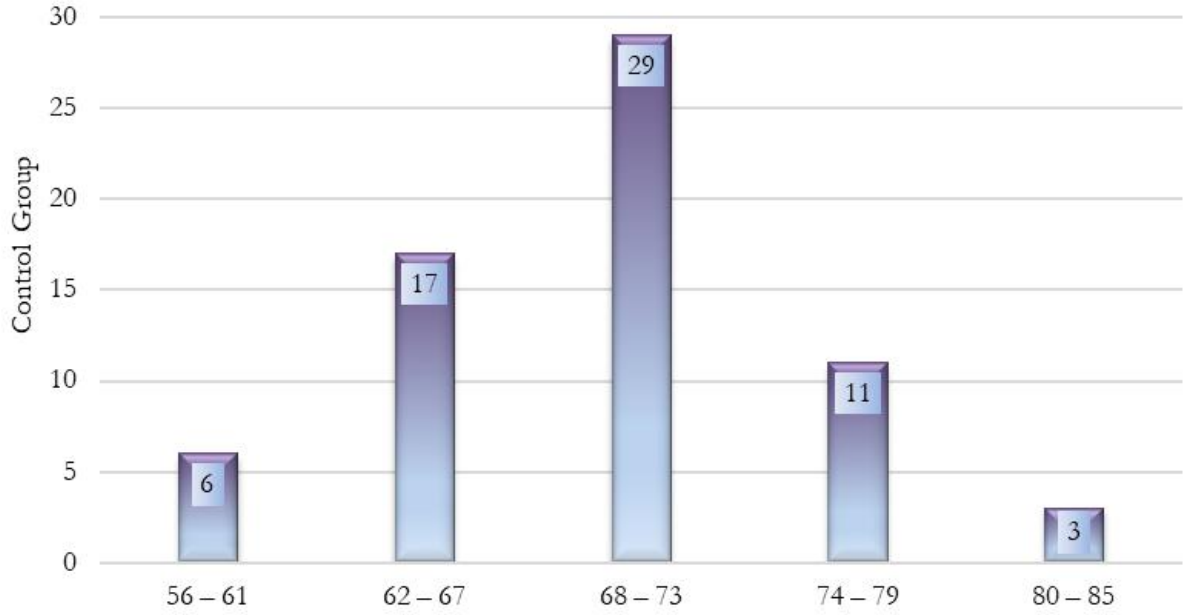

Chart 3. Students' writing skill in Control Group

Based on the data in Table 1, the mean score of students' writing skill was 69,9. A total of 6 students were in this score range of 56 to 61, indicating below average writing skills. 17 students were in range 62-67, showing an increaase in the number of students with better writing skill. Range 68 to 73 had the largest number of students was 29 students, indicating the most students in the control group had writing skill at this average. A total of 11 of students were in range 74 to 79, indicating fairly high writing skill, and only 3 students reached this highest score in range around 80 to 85. It indicates a few students had very good writing skill. Overall, this chart depicted the distribution of students' writing skill in the that group, with most students in the score range around 68 to 73. It indicated that most students had writing skill at a moderate to fairly good level.

Moreover, chart 4 presents the frequency distribution of posttest results measuring students' social emotional aspect after the implementation of conventional methods in learning.

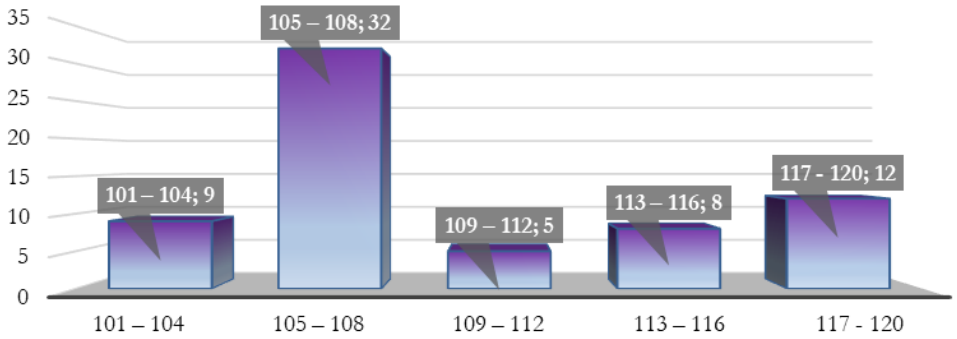

Chart 4. Students' Social Emotional in Control Group

Based on the data in table 1, the mean score in students' social emotional in control group was 111.1 and the chart 4 was represented by the absolute frequency in each interval. The 101 to 104 had absolutely frequency of 9 students, indicating the lowest of students' social emotional. The number of 105 to 108 showed an increase with an absolute frequency of 32 students that indicate the more students were in that moderate of social emotional. 109 to 112 had the lowest absolute frequency of 5 students that indicated fair in social emotional. 113 to 116 experienced a increased with an absolute frequency of 8 students that show about high of social emotional. And 117 to 120 returned to the lowest number with only 12 students in very high in social emotional.

There were differences in students' writing skill and social emotional simultaneously between students who used digital stories combined with the POWER strategy supported by the canva application method and students who learned in the conventional method. To test the hypothesis, multivariate analysis of variance (MANOVA) was conducted. The result of the analysis with it was presented in Table 6.

Table 6. Summary of Multivariate Test Result

Effect	Statistic	Mark	F_{count}	Significance
Model	Pillai's Trace	0.791	129.0	0.001
	Wilks' Lambda	0.209	129.0	0.001
	Hotelling's Trace	3.780	129.0	0.001
	Roy's Largest Root	3.780	129.0	0.001

The result presented in table 6, shows the influence of the tested model. In that table, there were several important statistics to analyze. One of the main statistics was Wilk's Lamda, which had a value of 0.209. This value indicated that there was significant variability in the data explained by the model. In addition, the F-count value listed was 129.0, which indicated the strength of the model's effect on the dependent variable. Finally, the level of significance (p-value) obtained was 0.001, which was far below the general threshold of 0.05, indicating that the results obtained were very statistically significant.

These findings provide a basis for decision-making. The decision that could be taken was to reject the null hypothesis stating "there is no significant difference in writing and social emotional skills between students who learn using conventional methods with Digital Stories combined with the POWER strategy supported by the canva application." This meant that there was a significant difference in writing and social emotional skills between students who learned using conventional methods with digital stories combined with the POWER strategy supported by the Canva Application. Overall, these results indicated that the tested model had a strong and significant influence on students' writing and social emotional skills. Overall, these results indicated that the tested model had a strong and significant influence on students' writing skill an social emotional.

There were different in students' writing skill between using Digital Stories combined with POWER strategy supported by Canva Application and conventional method.
Based on the result of the manova analysis of the test of between-subjects' effect, the summary of the calculation result of this hypothesis was as in Table 7.

Table 7. Summary of test of between subject effects

Source	Sum of square	Df	Mean score	F	Sig	Explanation
Corrected model	987.280	1	987.280	27.892	0.001	Significant
Intercept	691362.189	1	691362.189		0.001	
Total	696951.0	132	-	-	-	-

Based on table 7, it could be seen that the Fcount value was 27.892 with a significance of 0.001. The resulting significance value of 0.001 was smaller than 0.05, which served as the basis for drawing the conclusion, namely that H0 that stated that there was no significant different between students who used digital stories combined with POWER strategy supported by Canva and those taught by using Conventional method in writing skill was rejected. Conversely, the alternative hypothesis (Ha) which claimed that there was a significant difference between students who used digital stories combined with POWER strategy supported by canva and those taught by using conventional method in writing skills was accepted. The results indicated that the independent variable exerted a significant influence on the dependent variable, as evidenced by the high Fvalue and low significance level.

In descriptive analysis, the mean score of students' writing skill who used digital stories combined with POWER strategy supported by Canva Application or experimental group was 74.9, it was higher than taught by using conventional method in Control group was 69.9.

There were differences in students' social-emotional skills between using Digital Stories combined with the POWER strategy supported by the Canva Application and the conventional method.

Table 8. Summary of test of between subject effect

Source	Sum of square	Df	Mean Square	F	Sig	Explanation
Corrected model	8673.5	1	8673.5	488.6	0.001	Significant
Intercept	1879738.7	1	1879738.7			
Total	1890720.0	132				

This table indicates a significant effect, with an F-value of 488.6 and a p-value of 0.001 suggesting a statistically significant difference in the means among the groups defined by the independent variable. This result show that changes in the independent variable were associated with changes in the dependent variable. Since the significance value of 0.001 was smaller than 0.05 threshold, the null hypothesis (H0), which stated "there is no significant difference between students who used Digital Stories combined with the POWER strategy supported by the Canva Application and those using the conventional method in students' social emotional" was rejected. In contrast, the alternative hypothesis (Ha), which stated "there is a significant difference between students who used Digital Stories combined with the POWER strategy supported by the Canva Application and those using the conventional method in students' social emotional," was accepted.

Overall, there was strong evidence to support that the independent variable had a significant impact on the dependent variable, as indicated by both the high F value and low p-value. Moreover, in descriptive analysis, the average students' social emotional who learned by using Digital Stories combined with POWER strategy supported by Canva in the experimental group was 127.5, which was higher than the average by using conventional method in the control group was 111.1.

Based on the discussion that has been presented, this study concludes that the developed media significantly helped improve students' writing and social-emotional skills. This confirms the hypothesis given, namely, H1 is accepted and H0 is rejected.

Several empirical studies also support these findings, where similar media have been developed to address variables such as students' writing and social-emotional skills or other different variables that can be overcome with this media. As described in previous studies, the use of Digital Stories, the POWER Strategy, and the Canva Application has shown positive effects on both students' writing skills and social-emotional learning outcomes. However, the combination of these aspects has not been revealed to reinforce the learning outcomes of writing. This led to the novelty of this research because techniques and methods were combined to improve writing skills.

Conclusion

Integrating Digital Stories with the POWER strategy, supported by Canva Application, has a significantly positive effect on students' narrative writing skills. Students who received this treatment demonstrated higher achievement in their writing skill compared to those taught using conventional method. Moreover, the implementation of this method also significantly improved students' social emotional skill, as it fostered greater engagement, motivation, and positive emotional experiences in the learning procss. Overall, the findings support the adoption of Digital Stories combined with the POWER strategy and the Canva Application as an effective pedagogical practice to enhance both academic and social emotional outcomes in narrative writing for high school students.

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