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**Implementation of Student Worksheets Based on Genre Pedagogical Model for Descriptive Text Writing Ability Profile in Elementary School****Gita Agusti Liani<sup>1</sup>, Abdul Muktadir<sup>2</sup>, Gumono<sup>3</sup>, Endang Widi Winarni<sup>4</sup>, Osa Juarsa<sup>5</sup>**<sup>12345</sup>Master of Elementary Education Study Program, University of BengkuluE-mail: [gitasetra28@gmail.com](mailto:gitasetra28@gmail.com)**Abstract**

The purpose of this study is to develop student worksheet assisted by the Canva application with a genre pedagogical model and a profile of descriptive text writing abilities for fifth-grade elementary school students. The type of research used is Research and Development (R & D) research using the ADDIE model. Based on the results of expert validation, it shows a very valid level of 0.94-1.00 and the expert agreement criteria get a percentage of 67% - 100% with a high and almost perfect category. Based on the results of the study after the implementation of student worksheet based on the genre pedagogical model assisted by the Canva application and the profile of descriptive text wrote abilities is the result of data analysis of descriptive text writing abilities that include three aspects, namely topics, section descriptions, and conclusions. In the topic aspect there are 7 students with very good categories, and 13 students with good categories. For the section description aspect there are 9 students in the very good category, 11 students with good categories. Finally, the conclusion aspect has 1 person with a very good category, 15 students with good categories and 4 students with sufficient categories. The use of student worksheets based on the genre pedagogical model assisted by the Canva application obtained the highest results in the topic and section description aspects and still found sufficient categories in the conclusion aspect, this will be the focus for providing more practice in wrote descriptive texts.

**Keywords:** Student Worksheet; Genre Pedagogy; Descriptive Writing Skills.**Abstrak**

*Tujuan penelitian ini adalah untuk mengembangkan LKPD berbantuan aplikasi canva dengan model pedagogi genre dan profil kemampuan menulis teks deskripsi siswa kelas V sekolah dasar. Jenis penelitian yang digunakan adalah penelitian Research and Development (R & D) yang menggunakan model ADDIE. Berdasarkan hasil validasi ahli menunjukkan tingkat sangat valid yaitu 0,94-1,00 serta kriteria kesepakatan ahli mendapat persentase dari 67% - 100% dengan kategori tinggi dan hampir sempurna. Berdasarkan hasil penelitian setelah diterapkannya LKPD berbasis model pedagogi genre berbantuan aplikasi canva dan profil kemampuan menulis teks deskripsi adalah hasil analisis data*

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*penilaian kemampuan menulis teks deskripsi yang mencakup tiga aspek, yaitu topik, deskripsi bagian, dan kesimpulan. Pada aspek topik terdapat 7 orang siswa dengan kategori sangat baik, dan 13 orang siswa dengan kategori baik. Untuk aspek deskripsi bagian terdapat 9 orang siswa kategori sangat baik, 11 orang siswa dengan kategori baik. Terakhir aspek kesimpulan terdapat 1 orang dengan kategori sangat baik, 15 orang siswa dengan kategori baik dan 4 orang siswa dengan kategori cukup. Penggunaan LKPD berbasis model pedagogi genre berbantuan aplikasi canva mendapatkan hasil tertinggi pada aspek topik dan deskripsi bagian dan masih ditemukan kategori cukup pada aspek simpulan, hal ini yang akan menjadi fokus untuk diberikan latihan lebih dalam menulis teks deskripsi.*

**Kata Kunci:** LKPD; Pedagogi Genre; Kemampuan Menulis Teks Deskripsi.

## INTRODUCTION

Writing is an essential language skill required across academic, professional, and social contexts, as it functions as a primary medium for communicating ideas, experiences, and emotions in written form, including handwritten texts and digital media. As one of the most complex language skills, writing is typically mastered after listening, speaking, and reading, requiring not only linguistic competence but also the ability to organize ideas systematically (Wulandari, 2021). In elementary education, descriptive text writing is introduced progressively across grade levels and is intended to develop students' ability to describe objects, places, and experiences by adhering to appropriate text structures and linguistic conventions. Despite its importance, preliminary observations conducted at the research site revealed several challenges in the teaching of descriptive writing at the elementary level. Students showed low interest in writing activities due to the absence of engaging learning media, while teachers tended to rely on conventional instructional practices without applying appropriate learning models.

In addition, the student worksheets (LKPD) used in the classroom were limited to printed materials provided by publishers, characterized by monochrome designs, an emphasis on mechanical exercises, and minimal stimulation of students' writing skills. These conditions indicated a gap between the expected writing competencies outlined in the national curriculum and the actual instructional practices implemented in classrooms. According to the Indonesian language learning outcomes stipulated by BSKAP, Kemdikbudristek (2025), students in Phase C are expected to be able to write various types of simple texts creatively, coherently, and accurately by using appropriate linguistic rules and vocabulary. However, existing worksheets have not adequately supported the

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development of these competencies, particularly in fostering students' motivation and ability to construct descriptive texts independently. This gap highlights the need for innovative instructional materials that integrate effective pedagogical models with engaging digital media.

One instructional approach that has been widely recognized for supporting students' writing development is the genre pedagogy model. This model emphasizes the social purpose of texts and guides students through systematic stages of writing, including building context, modeling texts, collaborative text construction, and independent text construction (Kemendikbud, 2018; Telaumbanua, 2024). However, the implementation of genre pedagogy in elementary schools remains limited, particularly when integrated with digital learning resources such as interactive worksheets. To address these challenges, this study proposed the development of a digital student worksheet based on the genre pedagogy model and assisted by the Canva application. Canva was selected due to its capacity to support visually engaging designs, flexible layouts, and the integration of contextual images relevant to students' local environment. By incorporating regional elements and culturally familiar visuals, the developed student worksheet was expected to stimulate students' interest, support idea generation, and enhance their descriptive writing skills.

This development is crucial because, to date, there are not many student worksheets available that integrate the Canva app with the genre pedagogy learning model, specifically for teaching descriptive text writing in elementary schools. Most available student worksheets are black and white and lack visual elements that can engage students. Therefore, this research is expected to produce a teaching material in the form of an innovative student worksheet that is valid, practical, and effective for use in fifth-grade elementary school writing lessons. With the development of this student worksheets supported by the Canva app, teachers are expected to have alternative teaching materials that are more creative, modern, and relevant to technological developments. For students, this student worksheets can be a fun way to express their ideas and imagination through descriptive writing. For schools, this research can contribute to improving the quality of Indonesian language learning, particularly in writing skills. Furthermore, this research is also expected to serve as a reference for other researchers who wish to develop innovative teaching materials that integrate digital technology and genre-based learning models. Based on the explanation of the above matters, the researcher raised the research title, namely "Development of student

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worksheets Based on Genre Pedagogy Model assisted by the Canva application and the Profile of Descriptive Text Writing Ability of Grade V Elementary School Students".

## RESEARCH METHODS

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected to ensure that the developed instructional product met learners' needs and was empirically validated before classroom use. For detail describe, please look at table 1. Addie's activity summary.

**Table 1. Addie's activity summary**

| <b>Development Stage</b> | <b>Activity</b>  |
|--------------------------|--|
| <b>Analysis</b>          | Pre-planning includes thinking about new media (models, methods, media, and teaching materials) to be developed. It identifies teaching materials that are appropriate to the target students and learning objectives, identifies learning content/materials, identifies the learning environment, and identifies delivery strategies in learning.                           |
| <b>Design</b>            | Designing the student worksheets concept by designing new student worksheets development tools, the design is written for each learning unit, instructions for implementing the design are written in detail.  |
| <b>Develop</b>           | Developing the student worksheets (materials and tools) needed for development. Based on the design results, at this stage, student worksheets teaching materials based on the genre pedagogical model are created using the Canva application as a design tool for the student worksheets display.  |
| <b>Implementation</b>    | The use of student worksheets based on the genre pedagogical model. To see the results of the use of student worksheets in the Indonesian language subject, the material on writing descriptive texts. And after the use of student worksheets, we will see how teachers and students respond to the application of student worksheets based on the genre pedagogical model. |

|                   |   |
|-------------------|---|
| <b>Evaluation</b> | To examine the impact of using student worksheets based on the genre pedagogical model. To determine the profile of descriptive text writing abilities of fifth-grade students. |
|-------------------|---|

This research was conducted in September 2025 with a sample of 20 students in grade V at SDN Muara Batang Empu, North Musi Rawas Regency. The research subjects in this study consisted of 6 people as validators in the material, language and design aspects to measure the feasibility aspects of the media. Furthermore, 1 teacher as a respondent to measure user responses to student worksheets. As well as fifth grade students of SDN Muara Batang Empu. While the object in this study is a student worksheet assisted by the Canva application with a genre pedagogical model and profile of descriptive text writing abilities of fifth grade elementary school students. This is also supported by research instruments that include analysis sheets, interview guidelines, observation sheets, validation questionnaires, response questionnaires, and descriptive writing skills assessment rubrics. all carried out in the process of implementing R&D research with the ADDIE model as summarized in the table above.

## RESULTS AND DISCUSSION

Based on research conducted on fifth-grade students at Muara Batang Empu Elementary School the use of student worksheets assisted by the Canva application using a genre pedagogy model was demonstrated. The characteristics of this student worksheets are its distinctive South Sumatran character, evident in the red- and-yellow batik motifs on the sheets. Furthermore, the images used as backgrounds and even as stimuli for writing descriptive texts are images representing icons of North Musi Rawas Regency, such as langsat fruit, durian, the Bukit Ulu Dam tourist attraction, and the Muara Rupit Bridge. The Student Worksheet display uses the Canva application, supported by Yanti's opinion (2024:321). Using Canva as a medium for Indonesian language learning can enhance student understanding, facilitate direct communication between students and teachers, and provide students with shared experiences with the content being studied.

Canva can be designed according to learning needs. A similar thing can also be seen in the structure of the Student Worksheet according to Prastowo (2017: 211-215), namely: (a) determining basic competencies; (b) determining assessment tools; (c) compiling materials; (d) paying attention to the structure of the Student Worksheet, which includes: (1)

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title; (2) learning instructions; (3) competencies achieved; (4) supporting information; (5) tasks and work steps; (6) assessment. The sequence in the worksheets student follows the syntax of the genre pedagogy learning model. According to Telaumbanua (2023: 70-74), in the application of genre pedagogy, there are four stages: (1) building context; (2) modeling text; (3) describing parts; and (4) constructing independent text. Therefore, the worksheets student used by students will be structured and sequenced according to the genre pedagogy model.

The results of the Student Worksheet feasibility refer to the feasibility test of material, language, and design. There are 4 validators consisting of 2 validators who validate the material and language aspects, with the average results of Aiken  $V = 0.94$  with a very valid category, and the agreement of the two experts is 67% with a very high category. For the language aspect, the average results of Aiken  $V = 0.94$  with a very valid category, and the agreement of the two experts is 67% with a very high category. While for the design aspect, consisting of 2 validators, getting an average result of Aiken's  $V = 1.00$  with a very valid category and 100% expert agreement with an almost perfect category. so that from these results prove the development process of the Student Worksheet is worthy of being tested on users. After being tested in the trial class, namely class V at SDN Muara Batang Empu, the results of the responses from 2 users, namely teachers and students, were obtained. The results of the interview are evidence of the teacher's response in the use of student worksheets, there are 8 positive answers with a percentage of 100%, this shows that the worksheets student is effective and worthy of use. Meanwhile, the results of 20 students in class V, who were given a questionnaire with 5 question indicators, obtained 93 positive responses and 7 negative responses, with an average response of 94% which indicates a good response.

In the process of determining the profile of descriptive text writing ability, an assessment rubric is used. This assessment rubric refers to three structures for writing descriptive text. This assessment indicator has been modified from Wulandari's theory (2023:36-45) that the structure of descriptive text consists of: (1) Title; (2) Identification; (3) Description; 4) Conclusion. In the title and identification sections, the researcher merges them into a topic with the aim that what is the main sentence can be further developed in the description section. The appearance of the descriptive text assessment can be seen in picture 1 below:

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| No | Indicator  | Very Good  | Good   | Sufficient                                    | Less Add   |
|----|--|--|--|---|--|
| 1  | <b>Topic</b>   |  |  |   |  |
|    | a. The chosen title is relevant to the topic being discussed.<br>b. Contains keywords.<br>c. Attracts the reader's attention.  | Score 4:<br>If all 3 descriptors appear correctly. | Score 3:<br>If 2 descriptors appear correctly. | Score 2:<br>If 1 descriptor appear correctly. | Score 1:<br>If something else appears or does not appear at all. |
| 2  | <b>Part Describe</b>   |  |  |   |  |
|    | a. Describe physical and non-physical characteristics (such as color, shape, size, function and atmosphere).<br>b. Use adjectives/senses appropriately.<br>c. Elaborate systematically from general to specific or vice versa. | Score 4:<br>If all 3 descriptors appear correctly. | Score 3:<br>If 2 descriptors appear correctly. | Score 2:<br>If 1 descriptor appear correctly. | Score 1:<br>If something else appears or does not appear at all. |
| 3  | <b>Conclusion</b>  |  |  |   |  |
|    | a. The conclusion is in accordance with the contents of the description.<br>b. Conciseness and accuracy of language.<br>c. Complete elements such as summaries and personal impressions.                                       | Score 4:<br>If all 3 descriptors appear correctly. | Score 3:<br>If 2 descriptors appear correctly. | Score 2:<br>If 1 descriptor appear correctly. | Score 1:<br>If something else appears or does not appear at all. |

**Picture 1. Descriptive Text Assessment Rubric**

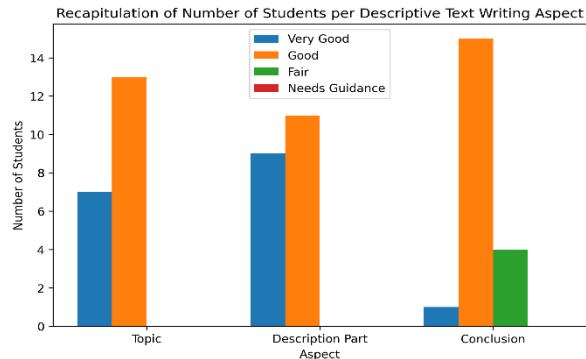
Based on the assessment instrument above, referring to three aspects of descriptive text structure, the results of descriptive text writing skills were obtained as shown in tables 2 and 3 below:

**Table 2. summarizes students' writing ability based on the number of students**

| No | Aspect        | number of students per aspect |      |            |      | Detail |
|----|---------------|-------------------------------|------|------------|------|--------|
|    |               | Very Good                     | Good | Sufficient | Less |        |
| 1  | Topic         | 7                             | 13   | 0          | 0    |        |
| 2  | Describe Part | 9                             | 11   | 0          | 0    |        |
| 3  | Conclusion    | 1                             | 15   | 4          | 0    |        |

To clarify the table above, please look at picture 2 in the below:

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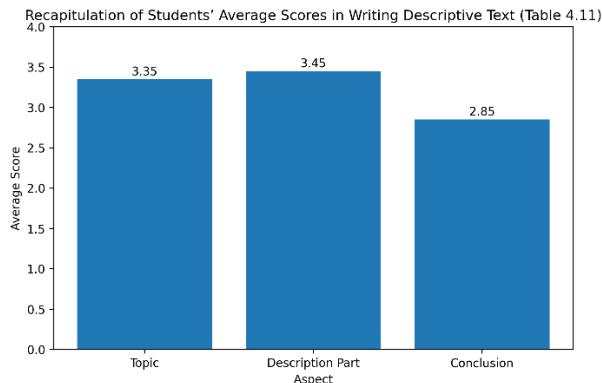


**Picture 2. Recapitulation graph of the number of students per aspect of writing descriptive**

**Table 3. Summarizes students' descriptive text writing skills**

| No | Aspect        | Amount | Average | Detail              |
|----|---------------|--------|---------|---------------------|
| 1  | Topic         | 67     | 3,35    | Good Criteria       |
| 2  | Part Describe | 69     | 3.45    | Good Criteria       |
| 3  | Conclusion    | 57     | 2.85    | Sufficient Criteria |

To clarify the table above, please look at picture 3 below:



**Picture 3. Recapitulation of students average scores in writing descriptive text**

The recapitulation results above show that the ability to write descriptive texts of fifth-grade students at SDN MBE seen from the topic aspect there are 7 students with a very

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good category (35%), 13 students (65%) with a good category. For the section structure aspect there are 9 students (45%) with a very good category, 11 students (55%) with a good category. In the last aspect, namely the conclusion aspect, there is 1 student (5%) in the very good category, 15 students (75%) with a good category, and 4 people (20%) with a sufficient category. Looking at the results that have been obtained, it can be seen that the profile of the ability to write descriptive texts of fifth-grade students at SDN Muara Batang Empu got the highest score on the topic and section description aspects, but in the conclusion aspect students got a sufficient category, so that in the conclusion aspect more intensity of continuous practice is needed.

## CONCLUSION

Based on the findings of this study, it can be concluded that the Canva-assisted student worksheet developed using the genre pedagogical model was valid, practical, and effective in supporting fifth-grade students' wrote descriptive skills. The expert validation results across content, language, and instructional design aspects indicated that the student worksheet met feasibility standards for classroom implementation. In addition, positive responses from both teachers and students demonstrated that the worksheet was practical and engaging as a learning resource in Indonesian language instruction.

The analysis of students' wrote descriptive performance showed that the highest achievement was obtained in the aspects of topic development and section descriptions, indicating that the genre pedagogy stages—particularly building context and text modeling—effectively supported students in generating ideas and organizing descriptive content. However, the conclusion aspect remained at a sufficient level for some students, suggesting that additional instructional support is needed to strengthen students' ability to formulate coherent and effective concluding paragraphs. From a theoretical perspective, this study contributed to the existing literature by providing empirical evidence on the integration of genre pedagogy with digital worksheets in elementary writing instruction. Practically, the developed student worksheet can be used as an alternative digital teaching material for teachers to enhance students' motivation and writing performance, particularly in descriptive text learning.

Despite these contributions, this study had several limitations. The implementation was conducted in a single school with a limited number of participants, and the effectiveness analysis relied on descriptive data without comparative testing. Therefore, future research is

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recommended to involve larger samples, apply experimental or quasi-experimental designs, and explore the use of Canva-assisted genre-based worksheets for other text types and grade level.

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