

INTEGRATION OF TECHNOLOGY IN POSTER WRITING SKILL

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Abstract

The low interest of students in learning to write posters is the basis of the problem in this study. Therefore, an appropriate strategy is needed to increase student interest in writing posters. One of them is by using application-based learning media that does not require costs such as Microsoft Publisher. This study aims to describe the increase in interest in writing posters in junior high school students in Padang City using the Microsoft Publisher application. The method used in this study is collaborative Classroom Action Research (CAR). Data were collected using observation, questionnaires and interviews. The collected data were then analyzed to see the increase in student interest in learning to write posters using Microsoft Publisher learning media. The results of the study showed a significant increase in student interest in poster writing skills using Microsoft Publisher learning media. Additional features in Microsoft Publisher are an attraction for students to write posters. Students are helped to develop creative ideas with the help of features in Microsoft Publisher. Learning to write posters using Microsoft Publisher learning media can help students develop creative ideas in writing, especially posters.

Keywords: intergration, technology, writing, poster

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Introduction

Education is the fundamental foundation for developing a creative, critical, communicative, and adaptive generation. The role of education extends beyond the transfer of knowledge to the development of skills and character. According to Government Regulation of the Republic of Indonesia No. 19 of 2005, learning in every educational unit must be interactive, inspiring, enjoyable, challenging, motivating students to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. Therefore, 21st-century learning emphasizes critical and creative thinking skills (Hasanah & Saleh, 2024). One way to achieve this is by honing language skills.

Language skills encompass listening, speaking, reading, and writing. Writing is the most complex skill because it requires both language mastery and critical and creative thinking skills. Through writing, students not only express their ideas but also learn to think coherently, logically, and creatively. Writing is a productive skill that facilitates communication and intellectual growth. In learning Indonesian, students are expected to excel in writing. Mastering lexical and syntactic competencies to ensure that writing is understood by readers is crucial in writing (Arindra & Ardi, 2020; Nunan, 2015; Sokolik, 2003). Mastery of grammar and vocabulary is a challenging aspect of writing (Armariena, 2020; Bayat, 2014; Bram & Angelina, 2022; Gilmore, 2009; Pasaribu, 2016; Umam, 2022).

One of the writing skills that junior high school (SMP/MTs) students must is poster writing. The purpose of poster writing is to train students' creativity and imagination. Posters are a powerful medium, with colors, messages, and intent that capture the attention of passersby while retaining meaningful ideas for a long time. Posters rely on a combination of images and words. Posters are typically displayed in public places. Posters use concise, clear, engaging, and complete language (Diana et al., 2023).

Poster writing requires students to think creatively to convey their desired message in concise but engaging language. A common problem in the field is low student interest in language skills, including poster writing. Students still struggle to develop ideas and have limited vocabulary. Students also struggle to choose engaging images. Furthermore, teachers' limited use of technology-based learning media contributes to low student interest in poster writing.

The use of technology in learning can be a factor influencing student learning interest. Learning that integrates technology into instruction can be a factor in improving student learning outcomes (Nurfidah & Sastromiharjo, 2024; Wardani et al., 2025). The main reason is because the current generation, often referred to as digital natives, grew up with access to digital devices and the internet. Conventional learning methods are often considered less engaging and irrelevant to them, which can lead to a decline in learning interest (Herniyastuti & Kadir, 2024).

Interest is a tendency to enjoy and appreciate certain activities. Someone is said to be interested if they pay attention and follow something with pleasure (Rahmah et al., 2025). Interest influences the learning process. It drives one's efforts to achieve a goal. In the context of learning, interest influences students' interest and desire to participate in learning. Students who are interested in the learning process help achieve learning objectives, while students who lack interest tend not to achieve the expected learning outcomes (Fauziah et al., 2017; Handaru, 2020; Nasir & Jamiludin, 2023; Ndraha et al., 2022; Neher-Asylbekov & Wagner, 2023; Rahmasari, 2023).

Therefore, the use of learning media that utilize technology can be a solution to increase student interest in learning (Nurfidah & Sastromiharjo, 2024; Nasir & Jamiludin, 2023; Widiastuti, 2022; Fauziah et al., 2017). One technology-based learning media is Microsoft Publisher. Microsoft Publisher is a Microsoft Office application used for desktop publishing activities, such as newspapers, brochures, magazines, business cards, greeting cards, posters, bulletin boards, and so on. Microsoft Publisher differs significantly in functionality from other Microsoft Office applications. It prioritizes pre-built template design, allowing users to simply edit and customize to their needs. Microsoft Publisher's advantage over similar applications is its free availability. It's available on all computers running Microsoft Office, so it doesn't require an internet connection or complex computer specifications.

Based on this description, the purpose of this study was to describe the increase in junior high school students' interest in learning poster writing using Microsoft Publisher.

Methods

The method used in this research is collaborative Classroom Action Research (CAR). Classroom action research is designed for teachers and researchers to solve classroom problems through participation and collaboration between the researcher and the teacher. In this case, the researcher and teacher collaborate to find solutions to the problems identified by the teacher in the classroom. This collaborative CAR is planned to be implemented in two cycles.

A situation analysis was conducted based on the problems identified by the teacher. The teacher and researcher collaborated to increase student interest in poster writing using Microsoft Publisher. This teaching implements the main steps of planning, implementation, observation, and reflection, which are then used to revise the process in each cycle. The primary data in this study is the increase in student interest in poster writing using Microsoft Publisher. The learning outcomes of poster writing using Microsoft Publisher are used as secondary data.

The subjects of this study were 32 eighth-grade students at SMP X, consisting of 20 girls and 12 boys. Data collection techniques used were observation and documentation. Observations were the researcher's observations of students' interest in poster writing. Documentation techniques aim to complete data obtained from observations.

The observed learning interest indicators include a feeling of enjoyment in learning, demonstrated by enthusiasm during poster writing, student interest in the learning process, demonstrated by students' eagerness to complete the learning process, enthusiastically paying full attention or focusing during the learning process, and active participation in learning activities (Hulu & Telaumbanua, 2022; Juita et al., 2025; Syahlani & Setyorini, 2021; Widiastuti, 2022; Zulfah, 2023). The observation tool is in the form of a checklist (✓) consisting of four scores: (1) = Poor / Not Yet Developed; (2) = Adequate / Starting to Develop; (3) = Good / Developing as Expected; (4) = Very Good / Developing Very Well. (Juita et al., 2025; Zulfah, 2023).

Quantitative data analysis will be presented in the form of numbers obtained from the observation results, which are then interpreted as a percentage (%). The test results, in the form of written answers from students compiled to measure students' ability to write posters, were carried

out at the end of the cycle. The written test data in the form of posters were used as supporting data to observe the increase in students' learning interest in writing posters using Microsoft Publisher as a medium, as seen from learning outcomes. The test results from writing posters using Microsoft Publisher became a reference for teachers in teaching poster writing using Microsoft Publisher.

Result and Discussion

a. Result

1. Initial Learning Conditions

The initial learning conditions before using Microsoft Publisher were considered moderate. Students working on posters showed limited results, consistent with the initial conditions described, namely, difficulty developing poster ideas. This was due to limited imagination, as students were only supported by textbooks. Furthermore, students were limited in their mastery of engaging vocabulary for their posters. Students relied solely on poster examples in textbooks, limiting their creative ideas due to their fixation on existing examples.

Based on these conditions, the researcher collaborated with the teacher to develop a poster writing lesson plan using Microsoft Publisher. Students did not study in the classroom but utilized the computer lab to facilitate their practice of poster writing using Microsoft Publisher. In this initial stage, a lesson plan was developed to help students learn poster writing creatively and enjoyably using Microsoft Publisher.

2. Cycle 1 Learning Reflection

Learning reflection is the step taken after completing the learning process in cycle 1. In cycle 1, students were introduced to poster writing using Microsoft Publisher. Students practiced directly in the computer lab with the assistance and guidance of the teacher and researcher.

During the implementation of the learning process in cycle 1, several obstacles encountered during the learning process. First, technical difficulties. Not all students were skilled at using computer programs and therefore required individual guidance. Eight students encountered technical difficulties due to unfamiliarity, which sometimes resulted in accidentally closing applications while running. Second, the need to adapt to technology in learning. The hands-on learning method left students somewhat confused, as they were immediately asked to design posters using Microsoft Publisher.

The learning process in cycle 1 began with an explanation of the use of Microsoft Publisher for poster writing. The researcher guided students through Microsoft Publisher and its use in poster writing. The teacher briefly explained the poster writing material, as it had been previously studied. After explaining the Microsoft Publisher usage guide, students were asked to practice independently writing posters using Microsoft Publisher, guided and supervised by the teacher and researcher.

During the learning process, in cycle 1, students showed sufficient interest and enthusiasm in learning. During the practice using Microsoft Publisher media, students appeared to be starting to focus on designing posters according to the specified theme. Although some faced technical constraints due to being unfamiliar with using computers, some students dared to ask about supporting features for designing their posters. However, there were some students who lost focus or were distracted by the available features, so they tended to repeat and change the poster design before completing the complete poster. Some even did activities other than writing posters, such as designing images that differed from those directed by the teacher. Additional notes that need to be considered for improvement in the next cycle are related to classroom management to maximize learning objectives. Teachers must provide guided guidance so that students focus on the task at hand.

3. Cycle 2 Learning Reflection

Based on the learning reflection in cycle 1, learning in cycle 2 was implemented by making improvements to classroom management and focusing students on practicing the material. Learning continued in the computer room. Learning began with determining a theme for poster

creation. After that, students were immediately directed to create posters according to the determined theme. The obstacles encountered in learning in cycle 1 became the focus of improvement in cycle 2. Students were given more attention in designing posters so that they did not carry out activities other than making posters as directed by the teacher. The teacher provided guidance to students by visiting each student's desk to observe the activity process and providing guidance for those who encountered obstacles. Learning activities in cycle 2 were running optimally. Students were able to work on posters according to the established learning objectives. Although there were still students who were engaged in other activities during the learning process, they were still able to control and achieve the learning objectives.

4. Increasing Interest in Learning Using Microsoft Publisher

During the learning process in cycles 1 and 2, the researcher collaborated with the teacher to conduct observations and documentation to determine the increase in students' interest in writing posters using Microsoft Publisher. The increase in interest in learning in cycles 1 and 2 was assessed using observational assessment instruments, as shown in the following table.

Table 1. Descriptors of Students' Interest in Writing Posters Using Microsoft Publisher

No.	Indicator	Cycle 1		Cycle 2	
		Percentage	Classification	Percentage	Classification
1	Feelings of Enjoyment	78%	Medium	80%	High
2	Student Interest	80%	High	81%	High
3.	Student Attention	80%	High	79%	Medium
4.	Student Active Participation	79%	Medium	80%	High
Average		79.25%	Medium	80%	High

Based on the data in Table 1 above, student interest in learning to write posters using Microsoft Publisher increased on average from cycle 1 to cycle 2. Although there was one indicator that decreased from cycle 1 to cycle 2, namely student attention to learning. This occurred because learning in cycle 2 was a repetition of cycle 1.

b. Discussion

The learning objective in this study was poster writing. This improvement was achieved by integrating technology into the learning process. This technology integration involved the use of a simple computer program, Microsoft Publisher, to enhance students' learning interest, which was lacking.

Microsoft Publisher was integrated into poster writing instruction to help students better understand the material, particularly their learning interests. Learning media, fundamentally, helps students understand the material accurately and enjoyably (Isman, 2022; Puspitasari et al., 2018). Enjoyable learning helps students develop their creativity and reasoning skills (Vilda Ghasya, 2022). Therefore, learning media plays a crucial role in achieving optimal learning outcomes (Akbar & Hadi, 2023; Hisbiyati & Khusnah, 2017).

Junior High School (SMP) students who belong to Generation Z. Generation Z has a learning tendency that is closely related to technological developments. This is influenced by the characteristics of Generation Z who grew up along with technological developments. Learning that is integrated with technology is one method that teachers must use to create conducive learning (Chun et al., 2016; Lee et al., 2012; Nawawi, 2020). Therefore, the use of Microsoft Publisher media for poster writing learning is one form of technology integration that can help increase student learning interest. Thus, the expected learning objectives in poster writing can be achieved optimally.

This aligns with previous research showing that technology integration, including applications or programs, in learning can provide enjoyable learning for students (Gajda, 2024). Technology integration, even in simple forms like Microsoft Publisher, can provide new and

enjoyable experiences for students, including poster writing, which requires skill and creativity to produce engaging posters.

Increasing interest in poster writing learning using Microsoft Publisher is one effort teachers make to create more effective and efficient learning (Mardatillah et al., 2023). Using Microsoft Publisher in poster writing lessons allows students to engage with the material without the monotony of listening to it and instead engages them in practical applications. Teachers don't need to spend time explaining the material but can directly guide students in applying their understanding through practice. This allows for more efficient use of time and allows students to explore their poster writing abilities using the supporting features provided in Microsoft Publisher.

Technology integration in learning can support students in acquiring new skills, enhance their learning experience, and produce effective learning outcomes (Jaaffar et al., 2026). The features provided in Microsoft Publisher can facilitate students' development of their skills, not only in poster writing but also in using additional features within Microsoft Publisher. Students not only learn to write but also gain new knowledge about computer programs that can assist in designing a work based on provided templates.

The integration of technology in writing instruction, specifically poster writing, demonstrates that student interest in learning can be enhanced by using engaging media tailored to their characteristics. Technology-based learning media does not always require an internet connection but can utilize simple technology that is closely related to student activities. The integration of technology into learning impacts student active engagement in learning (Amelia et al., 2025).

Thus, integrating technology into learning, including Microsoft Publisher, can help increase student interest in poster writing. The availability of poster templates makes it easier for students to explore their creative thinking skills and develop more engaging posters. These findings also demonstrate that technology integration doesn't always require an internet connection; simple technologies like Microsoft Publisher and other simple programs can help teachers make learning more engaging and enjoyable.

Conclusion

The integration of technology into learning media is one factor that can encourage student engagement in the learning process. The characteristics of today's students, coupled with technology, are key factors that teachers need to consider when designing learning. Teachers must become more familiar with and understand the various simple technologies that can be utilized in the learning process. This is especially true for language teachers, who are known for their ability to explore both productive skills (writing and speaking) and receptive skills (listening and reading).

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