



JUNIOR HIGH SCHOOL STUDENTS' SKILLS IN MAKING POSTERS THROUGH THE BLENDED LEARNING MODEL

Ismawati¹, Sigit Pramono Jati², & Khoiril³

^{1,2}UIN Sunan Ampel Surabaya, ³SMP Negeri 26 Surabaya

¹ismawatey6@gmail.com, ²sisgitpj@gmail.com, ³khoirilsapari68@gmail.com

Abstract:

In the Indonesian context, writing is considered a painful activity, indicating that oral culture is much better than writing. The students' works are sufficiently kept in the libraries, although publishing those is much more worthwhile. Therefore, it is necessary to improve the student's writing skills. This research aims to investigate the skills of junior high school students in Surabaya in making posters using the blended learning model with qualitative research methods. The study focuses on enhancing students' abilities to create effective and impactful posters. The findings indicate that the blended learning model plays a significant role in improving students' poster-making skills. Students develop essential skills in creating informative and visually appealing posters by integrating character education and literacy programs into the learning process. The research showed that students' abilities were highest in design (36%), then content and message (32%). The high frequency of designing shows that students are proficient in increasing creativity using Canva. However, challenges such as content clarity and language use require further improved teaching.

Keywords: *Blended Learning Model, Making Poster, Student Ability*

1. INTRODUCTION

Education as a forum for academics equips students according to the demands of skills in the 21st century (Mukaromah & Wusqo, 2020; Purwanti et al., 2022). The fact is that there are still some problems in education, namely the lack of creative thinking skills of students who have not been able to meet the challenges of 21st-century education, which requires superior generations to have creative thinking skills. Creative thinking is one of the skills that help students create new ideas based on the knowledge they have acquired (Safitri & Kuntjoro, 2018). According to the research result of Antari et al. (2019), one form of a person's creativity container is writing a poster. Poster writing skill is one of the skills that must be mastered by high school students.

For junior high school children, making posters is very important because it can foster creativity, critical thinking, and communication skills. Students' ability to create posters is proven to be enhanced by a blended learning paradigm that combines online activities. Therefore, this study aims to determine how teachers' approaches to blended learning can influence the ability to make posters in junior high school students in Surabaya.

Developing students' abilities and talents outside of academic achievement is becoming increasingly important in the development of modern education. This study was conducted to examine the abilities of students at SMP 26 Surabaya, where students develop their abilities and skills through blended learning, where students make posters of announcement texts according to their abilities. Where students can develop their skills not only in one area but can be in various skills, such as designing, conveying messages, and also writing something interesting. They can combine blended learning into the process of making poster text announcements.



Using announcement text posters in this study, students will later convey their messages in an interesting way in a poster, which can be attractive in terms of design and visuals that can make readers feel interested in reading. Also, posters can increase students' creativity when designing an image for the poster. Students can work together in teams to combine various thoughts so as to get more interesting and extraordinary results with blended learning methods in increasing student activity. In addition, this collaboration can encourage togetherness and varied student interactions to create an interesting and attractive scope. In the selection of posters, the main task is for students to convey information clearly and interestingly so that many are interested in reading the announcement. The text announcement poster is very important to use in conveying general announcements so that all readers know the information.

Blended learning is learning that is carried out in a combined way through online and offline. Research results from Dwiputro et al. (2021) show that blended learning can be applied in schools either offline or hybrid learning. Online learning can be done using online platforms such as home learning portals, Google Classroom, Edmodo, web, Kipin School, or others. The implementation of blended learning needs further guidance because some teachers and parents are still not proficient and skilled in applying technology and the application of blended learning, thus requiring intense assistance from parents so that the implementation of teaching and learning activities is more effective and there is synergy between teachers, students, and parents of students. From this research, it is very possible to apply blended learning by paying attention to and controlling the inhibiting factors. Furthermore, this study aims to analyze the difficulties that junior high school students commonly face when creating poster announcement texts while also exploring how students' work matches assessment criteria.

Several previous studies have extensively studied the integration of writing skills in educational contexts, emphasizing the importance of clear and effective expression. According to Mukaromah and Wusqo (2020), writing is considered a vital 21st-century skill, as it fosters creativity, critical thinking, and the ability to synthesize information.

Safitri & Kuntjoro (2018) conducted a study on metacognitive strategies that can encourage creative thinking in students' writing skills. Writing is very important in the world of education. Based on their research, writing is very influential in education, whereas writing involves good planning, composing, editing, and rewriting. In addition, according to Brown (2020), giving students assignments related to writing, such as making scientific posters, can improve students' ability to convey creativity in an interesting way. The explanation of the studies above can support writing skills in various fields in today's education world by emphasizing each student's creativity and skills.

By combining traditional classroom teaching with online and digital activities, blended learning has become a highly successful pedagogical strategy. In a blended learning environment, Coşkun & Eker (2018) showed that creating activity-based posters greatly improved students' academic performance. They argue that this approach increases student engagement and fosters higher-order thinking skills,



especially when it comes to creative tasks such as poster creation. The use of blended learning to enhance students' poster-making skills in cooperative learning environments was also highlighted in the research by Nurhayatin et al. (2021). They discovered that blended learning fosters self-directed learning, creativity, and teamwork—all of which are critical for creating visually appealing and informative posters. Additionally, the Darmawan (2019) study highlighted the favorable effects of blended learning on learning outcomes, especially in science education, where students who have greater self-confidence performed better while adopting this approach. These results support the focus of recent studies on how blended learning might improve junior high school students' technical and creative poster-making skills. The current research, which examines how well-blended learning models work to improve students' poster-making abilities, is based on the writing and blended learning research streams. By providing insight into the unique difficulties and accomplishments students face when designing posters within a blended learning framework, this research aims to expand on previous efforts.

2. METHOD

This study aims to examine students' problems in carrying out the activity of writing poster announcement text. The methods used, such as background, data collection process and tools, participants, and data analysis process, will be discussed in detail in the section below.

To understand the difficulties faced by students in making announcement text posters, this study uses a qualitative method. The location of this study was one of the junior high schools in Surabaya. This study will have the potential to improve students' skills, especially in the field of writing, such as making announcement text posters. In this writing activity, it can test the skills of students who use blended learning methods. The purpose of this study is to find out how far the abilities and skills of students are by using blended learning methods that focus on making announcement text posters according to their abilities.

A total of 34 students from one of the junior high schools from grade 8 in Surabaya were involved in this research activity as participants. A total of 34 students were divided into 6 groups, where each group consisted of 5 to 6 students. They used a blended learning method in the activity of making a text announcement poster. The research was conducted when carrying out the MBKM (Merdeka Belajar Kampus Merdeka) activity. This research was conducted so that the teaching experience was more varied and flexible and centered on students as supporters in the teaching activity.

Thirty-four middle school students from grades VIII to XII in Surabaya schools participated in this research. Peer assistance and collaborative learning, two important elements of the blended learning model, can be accomplished by grouping students into groups of five to six people. Their enrollment in teaching classes under the MBKM (Merdeka Belajar Kampus Merdeka) program, a nationwide initiative in Indonesia that seeks to offer a more flexible and student-centered learning experience, was the basis for selecting participants.

In the class, there are many variations in the understanding of each student in facing various difficulties and abilities in carrying out their education in junior high school. The task of making a poster is given to measure the level of their abilities and knowledge. This can show what challenges or problems are faced when working on the task of making a poster of the announcement text. In doing the task, students are required to adjust themselves from other students or friends in the same group with each and the different differences in abilities.

Student work or portfolios are the results or forms of data collection that have been carried out. There are notes or feedback that can support the creation of better learning in the future. With these notes, students can develop a better poster. The poster will later be used in this study. The teacher then evaluates and assesses the results of the student's work in a student portfolio, including the student's abilities, differences from the previous one, and whether or not they have improved.

Data collection procedures include applying the blended learning model, observing students' poster-making activities, and collecting and analyzing student poster portfolios. Researchers observed students' poster-making activities to identify the techniques used by students, the challenges they face, and the development of their skills during the poster-making process.

The collected data is analyzed using qualitative analysis techniques, including thematic analysis, to identify patterns, themes, and improvements in students' poster-making skills. This includes identifying improvements in poster design, creativity, color usage, and visual communication by the students.

3. FINDING AND DISCUSSION

The researcher collected the data by examining the student's poster announcement text. The examination has three criteria: content, design, and message. The result of student posters regarding announcement text can be seen below:



Figure 1 Group 1



Figure 2 Group 2



Figure 3 Group 3



Figure 4 Group 4



Figure 5 Group 5



Figure 6 Group 6

This is the aspect of the poster announcement text; the researcher has three criteria: content, design, and message.

Table 1 The aspect of the poster announcement text

| Aspect | Excellent 4 | Good 3 | Enough 2 | Not enough 1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------|------------------------|------------------------|
| <p>Content/text</p> <ul style="list-style-type: none"> Conformity of content with theory/concept Interesting use of language Content matches the themes that we want to do (up to you) Uses good language | There are all criteria | There are three criteria | There are two criteria | There is one criterion |
| <p>Design</p> <ul style="list-style-type: none"> The appropriate of the colors used Good and relevant supporting images Image layout is appropriate Clarity between background and explanatory images/text | There are all criteria | There are three criteria | There are two criteria | There is one criterion |



| | | | | |
|---------------------|----------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|------------------------------|
| Message/information | The message is very easy for readers to understand | The message is relatively easy for readers to understand | The message is difficult for readers to grasp | The reader cannot understand |
|---------------------|----------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|------------------------------|

The participants were in the eighth grade of junior high school in Surabaya. They were divided into six groups, with 5-6 students in each group.

Table 2 Point of the poster announcement text

| Participant | Content | Design | Message |
|--------------|---------|--------|---------|
| Group 1 | 3 | 4 | 3 |
| Group 2 | 3 | 4 | 3 |
| Group 3 | 4 | 4 | 4 |
| Group 4 | 4 | 3 | 4 |
| Group 5 | 3 | 4 | 3 |
| Group 6 | 3 | 4 | 3 |
| TOTAL | 20 | 23 | 20 |

Table 3 The criteria, frequency, and percentages based on the data

| Criteria | Frequency of Appearance | Percentages |
|--------------|-------------------------|-------------|
| Content | 20 | 32% |
| Design | 23 | 36% |
| Message | 20 | 32% |
| TOTAL | 63 | 100% |

The analysis of the junior high school students' poster-making skills, based on the categories of content, design, and message, reveals varying levels of proficiency across the six groups. Below is a detailed discussion of the results in each aspect.

The **content** aspect evaluates the interesting use of language and Content that matches the themes. Group 3 and Group 4 achieved the highest score in this category, both receiving a rating of 4 (excellent). These groups demonstrated a strong understanding of the subject matter and were able to use language effectively to convey their message clearly and engagingly. The content aligned well with the themes, and their use of language was coherent and appropriate for the task. Then, groups 1, 2, 5, and 6 scored 3 (good), indicating that their content met most criteria but could still be improved. These groups showed a fair understanding of the theory and concepts, but there may have been minor issues in language use or theme alignment. Their posters were informative but lacked some depth or clarity in presenting the content. Overall, content accounted for 32% of the total criteria across all groups, highlighting that while most groups had a solid grasp of the material, some still struggled with presenting content as effectively as possible.

In the **design** category, the evaluation focused on the appropriateness of the colors used, the relevance of supporting images, the image layout, and the clarity between



background and text. Groups 1, 2, 3, 5, and 6 all scored 4 (excellent) in design, indicating that these groups excelled in creating visually appealing posters. They made good use of colors, selected relevant images, and arranged their layouts well. The background and explanatory images or text were clear and easy to understand, enhancing their posters' overall effectiveness. Then, group 4 scored slightly lower with a 3 (good), suggesting that while their design was strong, it may have lacked in one of the evaluated areas, such as the balance between background and text or image relevancy. However, the poster was still visually compelling, with only minor improvements needed in the design. Design accounted for 36% of the total criteria, the highest among the three categories. This suggests that students demonstrated more proficiency and creativity in the visual aspects of their posters, possibly due to their familiarity with tools like Canva, which simplifies the design process

The **message** aspect evaluated the clarity of the information conveyed by the poster, focusing on whether the message was easy for readers to understand. In groups 3 and 4, both scored 4 (excellent), meaning that the messages in their posters were clear and easy to understand. These groups successfully conveyed the necessary information in a manner that was accessible to their audience, which is crucial in poster-making as it requires succinct and effective communication. Then, groups 1, 2, 5, and 6 scored 3 (good), indicating that while their messages were understandable, there might have been some areas where clarity could be improved. The readers could grasp the general information, but some nuances or details may have been less apparent. Message, like content, accounted for 32% of the total criteria. This indicates that while students had a generally good understanding of how to communicate their message, further refinement in clarity and conciseness is needed for some groups.

This research aims to discover the difficulties junior high school students in Indonesia face when making a poster about announcement text in English. The previous studies explored in this research provide a substantial foundation for understanding the intersection between writing, creativity, and blended learning, specifically in poster-making skills. While several commonalities exist across these studies, there are also notable distinctions in their methodologies, focus areas, and outcomes.

One of the central **similarities** between the current research and previous studies lies in the acknowledgment of “writing” as an essential 21st-century skill that facilitates creative thinking and communication. Both Mukaromah & Wusqo (2020) and Safitri & Kuntjoro (2018) emphasized that structured writing instruction is crucial for academic success and the development of creative abilities. This mirrors the present research's focus on how junior high school students develop their creativity and critical thinking skills through poster-making.

Another similarity is the “effectiveness of the blended learning model” in promoting student engagement and skill development. Coşkun & Eker (2018) and Nurhayatin et al. (2021) found that blended learning environments significantly enhance students' academic achievements and creativity in tasks like poster creation. The present study aligns with this, indicating that students' skills in poster-making - particularly in design - improved significantly when utilizing online tools such as Canva



within a blended learning framework. In both contexts, the ability of blended learning to promote “self-paced and self-directed learning” is emphasized, fostering creativity and technical proficiency.

Moreover, all studies highlight the “positive effects of collaboration” in learning environments. Both Coşkun & Eker (2018) and Nurhayatin et al. (2021) highlighted the role of cooperative learning in fostering creativity. Similarly, this research involved group-based learning, where collaboration was encouraged, further supporting the claim that teamwork in a blended learning setting can enhance students' creative and technical skills.

While previous studies focused heavily on “writing skills and academic success” in general, this research focuses more on the “visual and creative aspects” of education - particularly the creation of informative and aesthetically pleasing posters. This represents a shift from the broader writing-based research by Mukaromah & Wusqo (2020), who centered on writing as a cognitive tool, to a more holistic approach where “graphic design” and “visual literacy” are considered essential skills in modern education.

Another key distinction is the “application of digital tools” like Canva, which was particularly prominent in the present study. Previous research, such as that by Coşkun & Eker (2018), did not extensively explore the specific technological platforms used in blended learning environments. However, this research highlights the specific use of online tools in developing creativity and improving poster design. The focus on practical and direct applications through technology is a unique contribution of current research. Additionally, the “cultural and educational context” of the present research is distinct. The research conducted at SMPN 26 Surabaya offers insights specific to Indonesian education, particularly the MBKM (Merdeka Belajar Kampus Merdeka) program, which emphasizes student-centered and flexible learning experiences. This differs from the general educational contexts of previous studies, which were conducted in more varied cultural and institutional settings.

In conclusion, the current research on the blended learning model's impact on poster-making skills among junior high school students shares similarities with previous studies in its emphasis on creativity, writing skills, and the effectiveness of blended learning. However, it contributes uniquely by focusing on the specific creative task of poster-making, the practical use of digital tools like Canva, and the educational context of Indonesia. These distinctions offer new perspectives on how blended learning can be optimized for both creative and technical skill development in students.

4. CONCLUSION

Based on the analysis of the students' poster announcement texts, the results indicate a generally positive outcome. Among the three criteria, design scored the highest, with 36% of the total, suggesting that most groups placed significant emphasis on visual elements such as color, images, and layout. Content and message clarity each contributed 32% of the criteria, showing that the student's interesting use of



language and content matches the themes. Moreover, the message is clearer and more aligned with the themes.

However, several challenges emerged during the process. Some groups had difficulty fully aligning their content with the expected themes, which was reflected in the varying scores in the "Content" aspect. Additionally, particular messages were not easy to grasp, indicating that more focus was needed on ensuring clarity for the readers. To address these issues, future projects could incorporate more detailed guidance on how to develop content that is both theoretically sound and engaging, as well as how to craft clearer, more concise messages.

For that, it is expected that in the future, the research can expand even more to explore the abilities and skills where students are the main focus to be a reference in improving these skills. However, for that, it is also necessary to pay attention to supporting tools that are more able to help students develop posters that are more attractive and well-designed. However, besides that, some challenges occur, such as groups having difficulty adjusting the content to the intended theme. So that it affects the scores they get. There are also several groups of students who have difficulty in conveying the message or meaning of the text so that the information received becomes less clear and causes differences in the reader's perspective.

Therefore, future research is expected to provide explanations and support for methods that can be easily understood. It also needs feedback and evaluation so that the results obtained, if they feel there are still shortcomings, can be improved again in the future. In addition, researchers can use data from different students so that they are more varied and involve many students. Also, the use of media as a supporting tool must be more professional and modern to get more interesting results in terms of design and writing.

5. REFERENCES

- Brown, J.A.L. (2020). Producing Scientific Posters, Using Online Scientific Resources, Improves Applied Scientific Skills in Undergraduates. *Journal of Biological Education*, 54(1):77–87. <https://doi.org/10.1080/00219266.2018.1546758>.
- Budiyono, F. (2020). Implementasi Blended Learning di Masa Pandemi Covid-19. *Prosiding Diskusi Daring Tematik Nasional 2020*, (September), 1–12. Malang. <http://researchreport.umm.ac.id/index.php/psnpb/article/view/3640>.
- Coşkun, İ. & Eker, C. (2018). The Effect of Teaching Activities Done by Using Activity Based Posters on The Students' Academic Achievements, Retention Levels in Their Learning. *Universal Journal of Educational Research*, 6(4):585–597. <https://doi.org/10.13189/ujer.2018.060402>.
- Darmawan, A. (2019). Pengaruh Pendekatan Blended Learning Menggunakan Portal Rumah Belajar terhadap Hasil Belajar IPA. *Jurnal Teknodik*, 17(3):65–79. <https://doi.org/10.32550/teknodik.v17i3.562>.
- Dwiputro, R.M., Indra, H., & Rosyadi, A.R. (2021). Model Pembelajaran Blended Learning pada Mata Pelajaran Pendidikan Agama Islam. *Rayah Al-Islam*, 5(2):247–263. <https://doi.org/10.37274/rais.v5i02.451>.
- Istiningsih, S. & Hasbullah, H. (2015). Blended Learning, Trend Strategi Pembelajaran Masa Depan. *Jurnal Elemen*, 1(1):49–56. <https://doi.org/10.29408/jel.v1i1.79>.



- Mali, D. & Lim, H. (2021). How Do Students Perceive Face-To-Face/Blended Learning as A Result of The Covid-19 Pandemic? *International Journal of Management Education*, 19(3):1–17. <https://doi.org/10.1016/j.ijme.2021.100552>.
- Mukaromah, S.H. & Wusqo, I.U. (2020). The Influence of PjBL Model with STEM Approach on Global Warming Topic to Students' Creative Thinking and Communication Skills. *Journal of Physics: Conference Series*, 1521(4): <https://doi.org/10.1088/1742-6596/1521/4/042052>.
- Nurhayatin, T., Rustandi, A., Nugraha, E., & Kusmini, A. (2021). Penerapan Metode Cooperative Learning dalam Pembelajaran Menulis Teks Iklan, Slogan, dan Poster untuk Peningkatan Aktivitas dan Kreativitas Siswa Kelas VIII SMP Pasundan 2 Bandung. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6(2):334–353. <https://doi.org/10.36989/didaktik.v6i2.156>.
- Safitri, M. & Kuntjoro, S. (2018). Metacognitive Strategies to Train Creative Thinking Skills in Creating Media for Learning. *Mathematics, Informatics, Science, and Education International Conference (MISEIC)*, 157:231–233. Atlantis Press. <https://doi.org/10.2991/miseic-18.2018.56>.
- Pantiwati, Y., Permana, F.H., Kusniarti, T., & Sari, T.N.I. (2020). Model Pembelajaran Li-ProGP (Literasi Berbasis Proyek Terintegrasi GLS dan PPK). *Simposium Nasional Multidisiplin*, 2(1):79–84. Tangerang: Universitas Muhammadiyah Tangerang. Retrieved from <https://bit.ly/3TscNtP>.
- Sandi, G. (2012). Pengaruh Blended Learning terhadap Hasil Belajar Kimia Ditinjau dari Kemandirian Siswa. *Jurnal Pendidikan dan Pengajaran*, 45(3):241–251.