International Conference on Innovation, Reflection, and Creativity in Arts, Literature, and Language Education (I-CIRCALLED)
Fakultas Bahasa dan Seni, Universitas Negeri Jakarta
14 Oktober 2025

The Use of Seesaw as an Interactive Medium in Teaching Descriptive Writing to Seventh Grade Students at Bina Pangudi Luhur Junior High School

Cahya Sasmita[1*], Liliana Muliastuti[2], Edi Puryanto[3]
[1,2,3]Master of Indonesian Language Education, Universitas Negeri Jakarta, Indonesia

Email Address
cahya.sasmita@mhs.unj.ac.id
***Corresponding author**

Keywords:
seesaw, descriptive writing, digital media, interactive learning.

Abstract
The background of this study stems from the low motivation and limited ability of seventh-grade students to write descriptive texts creatively and communicatively. These challenges highlight the need for an interactive learning medium that can support students in developing ideas, receiving feedback, and engaging in collaborative writing. The Seesaw platform was chosen because it provides interactive features such as task uploads, teacher feedback, and student collaboration that align with technology based learning. This study aims to describe the use of the Seesaw platform as an interactive medium in teaching seventh-grade students at Bina Pangudi Luhur Junior High School to write descriptive texts. This study used a descriptive qualitative approach with students and Indonesian language teachers as research subjects. Data were obtained through observation, interviews, and analysis of students' written work. The results showed that the use of Seesaw increased student participation in the writing process, strengthened teacher–student interaction through digital feedback, and fostered learning motivation through attractive and easily accessible media displays. The validation results showed that the Seesaw media experts (100%), and 100% from the teacher evaluation. Student trials also indicated a high feasibility score of 85%. These findings suggest that Seesaw is a highly feasible and effective interactive medium for improving students' descriptive writing skills.

Introduction

Writing is an essential productive skill that allows students to express ideas clearly and organize information logically. At the junior high school level, descriptive text aims to train students to observe objects and describe their characteristics using appropriate vocabulary and structure (Mahsun, 2014). However, many students struggle to generate ideas, select suitable vocabulary, and develop coherent descriptive paragraphs. Teachers also face challenges due to limited engaging and interactive learning media.

The development of digital technologies provides new opportunities in language learning. Seesaw offers multimodal features including text, images, audio, and video and enables teachers to provide immediate feedback. Hindasah et al. (2021) found that Seesaw significantly improved students' activeness and participation in online learning. Similarly, Sulistyowati and Asriati (2024) showed that technology integration enhances classroom effectiveness and student involvement. In higher education, Tansliova, Hutagalung, Sari, and Prasasti (2025) reported that Seesaw-based learning materials increased students' creativity and competence in university level Indonesian language courses.

Despite these findings, studies specifically focusing on the use of Seesaw for descriptive writing at the junior high school level remain limited. Therefore, this study aims to describe the implementation, results, and user responses to the use of Seesaw as a digital tool for teaching descriptive writing. Writing is a fundamental productive skill that enables students to express ideas clearly, structure information logically, and communicate meaning effectively. In the Indonesian curriculum, descriptive text aims to train students in observing objects and describing their characteristics through accurate vocabulary and coherent organization (Mahsun, 2014). However, previous studies reveal persistent issues among students, such as difficulty generating ideas, weak vocabulary, and limited descriptive detail (Pratiwi et al., 2023; Said et al., 2023). These challenges highlight the need for instructional media that can support visual analysis, idea organization, and revision during writing tasks.

Digital technology offers promising tools for addressing these challenges. Seesaw is a multimodal digital platform that integrates text, images, audio, and video while providing immediate teacher feedback. Several studies have shown its ability to enhance student motivation, participation, and interaction (Hindasah et al., 2021). Digital media more broadly have been shown to increase learning effectiveness and student involvement (Sulistyowati & Asriati, 2024; Fatma & Sulisworo, 2023). At the higher education level, Seesaw-based instructional materials were found to improve student creativity and competence (Tansliova et al., 2025).

Despite these findings, research focusing specifically on Seesaw for descriptive writing instruction in junior high school remains scarce. Most existing studies highlight general online learning or address different genres. Consequently, this study focuses on three integrated aspects within the background: (1) the implementation of Seesaw in descriptive writing, (2) the writing outcomes resulting from its use, and (3) student and teacher responses toward Seesaw in classroom practice. These aspects form the conceptual scope of the study. Therefore, the purpose of this study is to describe the implementation of Seesaw, examine the outcomes of its use, and analyze student and teacher responses toward the platform in descriptive writing instruction.

Method

This study uses a qualitative descriptive method that aims to comprehensively describe the learning process and the results of implementing Seesaw media. The study was conducted at Bina Pangudi Luhur Junior High School with Indonesian language teachers and seventh-grade students as the research subjects. The development model used refers to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), but the main focus of this study lies in the implementation and evaluation stages. The implementation stage was carried out by integrating descriptive text writing teaching materials into the Seesaw platform, while the evaluation stage was carried out through expert validation and user response analysis. Research data was collected through observation, interviews, document analysis, and validation questionnaires. Observation was used to determine student learning activities while using Seesaw. Interviews were conducted to explore the responses of teachers and students to the media used. Document analysis was conducted on the results of students' writing on Seesaw, while questionnaires were used to assess the feasibility of the media by subject matter experts, media experts, teachers, and students. Data analysis was conducted using descriptive qualitative methods by examining the results of observations and interviews, as well as simple quantitative analysis to interpret the validation scores in percentage form.

Results and Discussion

The implementation of Seesaw in descriptive writing instruction involved integrated stages that supported the writing process holistically. During the prewriting stage, students observed images uploaded on Seesaw and used annotation tools to mark important features. This multimodal engagement helped students focus on identifying object characteristics and organizing preliminary ideas. Such visual-verbal integration aligns with Mayer's (2021) multimedia learning theory, which emphasizes improved comprehension through combined visual and verbal stimuli.

In the drafting stage, students composed descriptive paragraphs directly on Seesaw. Teachers provided timely feedback through written comments and voice recordings, enabling students to revise their drafts interactively. This feedback mechanism increased student engagement and is consistent with Hindasah et al. (2021), who reported that Seesaw enhances interactive communication and student participation. Students demonstrated improvements in organizing identification and description sections, selecting varied vocabulary, and constructing clearer sentences.

Expert validation results indicated that the Seesaw-based materials were highly feasible. Media expert validation reached 100%, indicating excellent technical quality and usability. Teacher evaluation also scored 100%, confirming the practicality of the learning media. Student responses averaged 85%, categorized as very good; students stated that Seesaw made learning more enjoyable, interactive, and easier during revision.

Students' writing improved in descriptive completeness, vocabulary usage, paragraph coherence, and linguistic accuracy. This supports findings by Sulistyowati and Asriati (2024), who stated that digital media enhance comprehension and engagement. Teachers noted that Seesaw facilitated easier monitoring of student progress, streamlined feedback, and increased classroom interaction. Overall, the results demonstrate that Seesaw is a feasible, practical, and effective digital tool for supporting descriptive writing instruction in junior high school. Implementation began with students analyzing teacher provided images on Seesaw using annotation tools. This multimodal activity aligns with Mayer's (2021) multimedia learning theory, which states that combining text and visuals enhances comprehension. Students highlighted object characteristics, enabling them to organize ideas before writing.

During drafting, students composed descriptive paragraphs using Seesaw's text editor and added audio reflections. Teachers provided feedback using comments and voice notes, prompting revising cycles. This feedback mechanism supports findings from Hindasah et al. (2021) and Fatma & Sulisworo (2023), who affirm that Seesaw fosters active participation and effective revision. Student writing improved significantly, demonstrating clearer identification and description sections, richer vocabulary, and more coherent paragraphs. This is consistent with Nugraha et al. (2024) and Budiani et al. (2023), who found that multimodal approaches strengthen descriptive accuracy.

Expert validation results 100% for media indicate strong feasibility. Student responses averaged 85%, and the teacher reported improvements in monitoring, feedback delivery, and learning interaction. These results further support the findings of Sulistyowati & Asriati (2024), who emphasize the benefits of digital media in creating effective learning environments.

Conclusions

Seesaw is an effective digital medium for teaching descriptive writing to seventh-grade students. Its multimodal features facilitate prewriting, drafting, and revising while supporting interactive teacher feedback. Expert validation and student responses

indicate that Seesaw-based materials are highly feasible and practical. Students demonstrated improvements in vocabulary, descriptive details, organization, and linguistic accuracy. These findings confirm that Seesaw can be effectively implemented in junior high school writing instruction. Future research may explore Seesaw-based learning for other text genres or broader student populations.

Acknowledgement

The researchers would like to express their gratitude to Prof. Dr. Liliana Muliastuti, M.Pd. and Dr. Edi Puryanto, M.Pd. for their guidance and direction, to SMP Bina Pangudi Luhur for granting permission and providing support during the research, and to the teachers and students who participated in the implementation of this learning media.

References

Budiani, L. S., Sutisnawati, A., & Maula, L. H. (2023). Meningkatkan keterampilan menulis karangan deskripsi melalui media diorama di SD. Jurnal Educatio, 9(2).

Fatma, W., & Sulisworo, D. (2023). Pengembangan bahan ajar inquiry learning berbasis Seesaw. Jurnal Penelitian Sains dan Pendidikan, 2(1).

Hindasah, I., Maskur, M., Risnandah, Y., & Halimah, E. T. (2021). Efektivitas pemanfaatan Seesaw untuk meningkatkan keaktifan belajar. Edutech Journal.

Mahsun. (2014). Teks dalam pembelajaran Bahasa Indonesia. RajaGrafindo Persada.

Mayer, R. E. (2021). Multimedia learning (3rd ed.). Cambridge University Press.

Nugraha, J., Zulela, M. S., & Fuad, N. (2024). Peningkatan keterampilan menulis deskripsi melalui metode Problem Based Learning. Dwija Cendekia: Jurnal Riset Pedagogik.

Pratiwi, N., Sulfasyah, S., & Azis, S. A. (2023). Analisis pembelajaran keterampilan menulis karangan siswa SD. Jurnal BasicEdu, 7(5).

Said, I. A., Yunus, Y., & Konisi, L. Y. (2023). Kemampuan menulis teks deskripsi siswa kelas VII. Jurnal Bastra, 8(5).

Sulistyowati, C., & Asriati, N. (2024). Pemanfaatan teknologi dalam meningkatkan efektivitas pembelajaran. Jurnal Ilmiah Pendidikan Citra Bakti, 11(4), 1176–1188.

Tansliova, L., Hutagalung, T., Sari, Y., & Prasasti, T. I. (2025). The use of Seesaw application to improve students' creativity and competence in "Strategi Pembelajaran Bahasa Indonesia." J-Simbol: Jurnal Magister Pendidikan Bahasa dan Sastra Indonesia, 13(2), 1237–1245.

Vygotsky, L. (1978). Mind in society. Harvard University Press.

Author's Profile:
a. Full Name (without a degree): Cahya Sasmita
b. Institution: Magister Pendidikan Bahasa Indonesia, Universitas Negeri Jakarta
c. Email: cahya.sasmita@mhs.unj.ac.id
d. Education: Magister Pendidikan Bahasa Indonesia
e. Research interest: Indonesian Language Education