

The Effect of Application of Learning Models Project Based Learning Canva's Help to Increase Students' Learning Creativity

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ABSTRACT

This research aims to find out whether there is an influence of implementing the learning model Project Based Learning assisted by Canva in increasing learning creativity on the material of the Unitary State of the Republic of Indonesia. The method used is quasi experiment with research design Nonequivalent Control Group Design. The sample in this research was class XI.6 students (n=36) as experimental class and students class XI.1 (n=36) as the control class. The data collection technique used in this research is an instrument in the form of a questionnaire/questioner, tests, observations, and documentation studies. Analysis results with alternative tests paired sample test and independent sample t-test with results of $0.000 < 0.05$, which means the learning model project based learning Canva's assistance influences students' learning creativity. From the percentage results, it can be seen that in the experimental class it was 73% while in the control class it was 69%. This shows that the application of the Project Based Learning learning model assisted by Canva has a significant effect on increasing the learning creativity of class XI students at SMA Negeri 2 Banjar.

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1. INTRODUCTION

Education is a process of humanism known as humanizing humans. Throughout history, education has always had two main goals. First, helping people become intelligent and responsive, or smart; and second, building character (Priyanto E, et al, 2022:147). Improving the quality of education is the main problem that must be maximized to achieve success amidst the competitive world of education Faridli E, et al (2024:186). The rapid development of the times makes the role of education very important in preparing students to have 21st century skills. This century is also called the century of technology because skills are needed.

The capabilities of this century also show that learning activities are student-centered, collaborative and connected to real life. In this century, learning is no longer centered on cognitive abilities alone but also includes a number of personal and social skills. According to Susanti, et al (2019:2) In the 21st century students must have 4C skills which consist of critical thinking skills, communication, creativity and collaboration. One of the abilities students must have at this time is creativity skills.

Creativity is really needed because as time goes by, humans experience various kinds of challenges in various aspects of life, thus requiring a supply of creative human resources to find the problems they face. Creativity is one of the abilities that students need to help solve problems and discover new concepts. According to Kusmiati

(2021:114) creativity is an individual mental process that gives birth to effective ideas, processes, methods or new products that are aesthetic, flexible, have integrity, a succession of discontinuities and differentiation that are effective in various fields to solve problems.

In the field of education, of course, creativity is really needed in learning activities so that students can create ideas and have the ability to face problems with many answers to a problem. According to Hasanah (2020:163) creativity is a new idea, strategy, understanding or new model that is actualized through a work and then used in life. Creativity is very important as the ability to see various possibilities for solving problems in learning. According to Ayuningsih (2022:8181-8183) there are 4 indicators of student creativity, including fluency, or the ability to express many ideas. Flexibility is the ability to propose various solutions or approaches to problems. Originality, the ability to generate ideas in original ways, not cliché. Elaboration is the ability to explain something in detail.

The continuing development of technology is an innovation that can increase students' abilities and creativity in learning. The ability to increase creativity in students is very much needed in teaching and learning activities, one of which is through the use of technology. The use of technology for students will certainly have a good impact if it is used for good things too. because by using this technology students can develop ideas and be innovative. Currently, technological developments are very rapid, students are required to be able to face technological changes quickly.

Recently, technology-based learning media has been increasingly used in the world of education, the aim is to improve the quality of education, especially during the teaching and learning process. According to Wulandari, et al (2023:3931) the use of learning media will really help the effectiveness of learning and delivery of messages and material content. learning. So technology-based learning media is needed in learning to keep up with the times, one of which is Canva media. Canva is a website or application containing features that can be used to support education, namely as

According to Tanjung and Faiza (2020:81) Canva is an online design program that provides various tools such as presentations, resumes, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins and so on which are provided on the Canva website or application. The Canva application is the use of technology in today's learning. The aim of using Canva media in the learning process is to create active, innovative, creative learning. Of course, its application requires mastery of technology between students and teachers.

Teachers' learning activities must be able to adapt to current challenges, such as implementing active and creative learning models in order to increase learning enthusiasm and creativity in students. Apart from that, teachers can also use information technology to create interactive learning media that attracts students' attention. According to Sentosa Alfrid, (2022:137) learning models are an important item in learning, teachers as people who play a very important role in the learning process must apply appropriate learning models so that learning objectives can be achieved. One learning model that can be used as an alternative to increase students' creativity, the author will try to apply the project based learning model.

According to Permenristekdikti (No. 44 of 2015) a learning model that has the potential to create creative and intellectual work whether carried out individually or in teams is Project Based Learning (PjBL). A learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model is an intermediary or way to improve the learning process. Improving the quality of learning can encourage students to increase creativity.

Overcoming these problems, ways to improve the quality of the learning process include using learning models that are relevant to the material to be taught by the teacher. An effective learning model for developing students' creativity is a learning model that can solve problems, be collaborative and develop practical skills. The learning model will have an impact on the learning process and can positively stimulate students' creativity. So teachers must be able to make changes and keep up with current developments in teaching activities such as implementing TPACK (Technological Pedagogical Content Knowledge), namely a learning process that uses technology to use knowledge.

To overcome this problem, teachers must be able to adapt to current challenges, such as choosing the right learning model to be applied in learning. Using the right learning model can increase student engagement, strengthen critical skills and create an effective learning environment. Apart from that, using appropriate learning media to increase the effectiveness of learning, using learning media can help students understand concepts well and make learning more interesting. One of the appropriate learning models to apply is Project Based Learning with the help of Canva media so that students can solve problems in learning and the results of solving these problems can be expressed through Canva media, the final result of which is a product or output from the learning that has been done.

Based on previous research conducted by Wahyuni (2023), the results show that the PjBL learning model assisted by Canva can influence student motivation and creativity. The research uses a quasi-experimental type of design with random sampling techniques. Apart from that, research conducted by Solehah (2023) shows that the PjBL learning model significantly increases creativity and learning outcomes.

students, it can be seen from the t test that the value is 10.40 and the ttable value is 2.064 so that $t_{count} > t_{table}$. In project-based learning activities, students are free to solve problems as creatively as possible to produce a product. Canva as a media in learning has a role to support PjBL learning activities, the results of solving these problems can be expressed through Canva in the form of pamphlets.

From the presentation and the results of observations that the researchers have made, it can be seen that learning creativity can be caused by, among other things, the use of learning models that are less innovative or monotonous. The Project Based Learning learning model has not been applied to the Pancasila Education subject at SMA Negeri 2 Banjar, therefore researchers are interested in testing the effect of the PjBL model assisted by Canva on the Pancasila Education subject in class XI of SMA Negeri 2 Banjar. It is hoped that determining and selecting this learning model can increase learning creativity. Researchers want to compare learning creativity using the PjBL model and conventional learning models in Pancasila Education subjects. This project-based learning can solve problems by producing products, generating ideas, and activating students to be involved in learning so that it can increase learning creativity in students.

2. METHODOLOGY

This research uses a quantitative approach with Quasi Experiment type, the design used is Nonequivalent Control Group Design In this research, quasi-experimental research. According to Sugiyono (2017: 77), the quasi-experimental method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. In this study, researchers took a total sample of 2 classes, namely classes XI.1 and XI.6. Determination of sampling in this study used a purposive sampling technique. Purposive sampling technique is a technique for determining samples by considering certain things (Sugiyono, 2017: 124).

3. RESULTS AND DISCUSSIONS

The Project Based Learning Learning Model has an influence in increasing students' learning creativity at SMA Negeri 2 Banjar

This research aims to analyze the increase in creativity students studied using the project based learning model for the subject of the Unitary State of the Republic of Indonesia for class. According to Esteriani, et al (2023:14-16) the syntax for implementing the PjBL learning model consists of several stages including:

1. Phase 1 (Problem recognition)

At this stage, topics and questions are proposed by the teacher for students to complete. The teacher asks basic questions about students' opinions regarding solving the given problem

2. Phase 2 (Designing project planning)

At this stage, it is ensured that students know the procedures for making projects that they must produce in groups

3. Phase 3 (Developing a project creation schedule)

At this stage, it is ensured that students know the schedule for making the project that they have to go through to the next stage collection of tasks

4. Phase 4 (Monitoring project activity and progress)

At this stage, it is ensured that students work actively and collaboratively in groups and are supervised by the teacher. If a problem occurs then the teacher can guide them in solving problems

5. Phase 5 (Presenting project results)

Discussions about the project prototype are carried out at this stage, and see student involvement to measure the achievement of their standards

6. Phase 6 (Evaluation and reflection)

Project presentations carried out at this stage include the results of the project and guidance by the teacher. Furthermore, reflection from students is also carried out at this stage. The effect of increasing the application of the project based learning model before and after treatment can be seen from the following graph.

Percentage Comparison (%) Before and after treatment

80

70

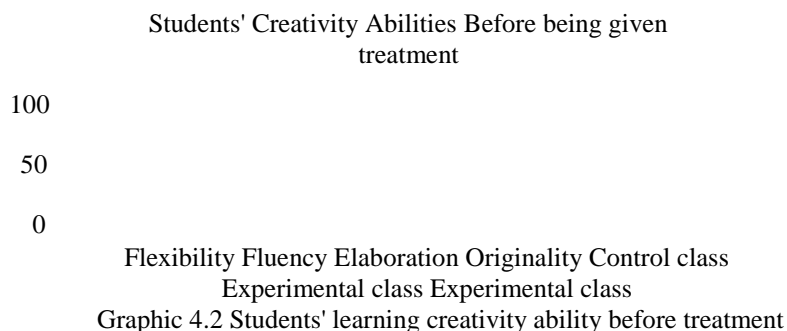
60

Before Treatment After Treatment Students' Creativity Abilities

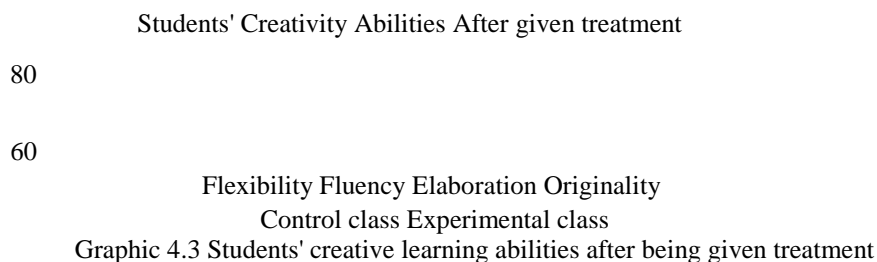
Graph 4.1 Regarding the Implementation of the Project Based Learning Model Before and After Treatment.

The graph above shows that the experimental class obtained an average of 69% before being treated and increased to 73% after being treated. This shows that the project based learning model has an effect on increasing learning creativity in students, as evidenced by the average increase. The average after being given treatment was higher than before being given treatment.

The project based learning learning model has an influence in increasing students' learning creativity in the material of the unitary state of the Republic of Indonesia. According to Ayuningsih F, et al (2022:8181- 8183) student creativity consists of four indicators, namely fluency (fluent thinking skills), flexibility (flexible thinking skills), elaboration (detailed thinking skills), originality (original thinking skills). There was a significant difference in the increase in learning creativity between the control class and the experimental class, namely <0.05 . To measure the increase in learning creativity, a Likert scale questionnaire was used containing questions related to creativity indicators. Meanwhile, students' knowledge is measured using a multiple choice test with 15 questions.



The graph explains that before treating the project based learning model for the experimental class and the conventional learning model for the control class. On the flexibility indicator the experimental class got an average of 66% while the control class got an average of 65%, on the fluency indicator the experimental class got an average of 65% while the control class got an average of 64%, on the class elaboration indicator The experimental class obtained an average of 63%, while the control class obtained an average of 61%. In the originality indicator, the experimental class obtained an average of 63%, while the control class obtained an average of 61%. The results of students' learning creativity after being given treatment are higher than before the treatment. This can be seen from the following graph:



The graph explains that after being treated with the project based learning model for the experimental class and the conventional learning model for the control class. On the flexibility indicator the experimental class got an average of 69% while the control class got an average of 67%, on the fluency indicator the experimental class got an average of 70% while the control class got an average of 69%, on the class elaboration indicator the experimental class obtained an average of 75%, while the control class obtained an average of 71%, in the originality indicator the experimental class obtained an average of 76%, while the control obtained an average of 69%.

Based on the results of the Independent sample t test on the project based learning learning model variable, it obtained a sig (2-tailed) value of $0.00 < 0.05$. The learning creativity variable obtained a Sig value. (2-tailed) of $0.00 < 0.05$ and the learning creativity variable in the material of the unitary state of the Republic of Indonesia obtained a sig value (2-tailed) of $0.00 < 0.05$. The results show that the post-test value of the experimental class and the post-test results of the control class were different. From the results of the paired sample t test and the independent sample t test, the average value of the experimental class is different from the average value of the control class. This shows that H_a is accepted and H_o is rejected, which means that the project based learning learning model has an effect on increasing students' learning creativity. This is in accordance with what

was stated by. The project based learning learning model has a significant effect in increasing students' learning creativity, the significance value of the effect is 0.385, which means it has a significant effect in increasing learning creativity. This is in accordance with what was conveyed by Rasyid, et al (2022:14519) that the project based learning model is able to support the implementation of education in increasing students' creativity.

Apart from that, Wahyuni (2023) also confirmed that the PjBL learning model assisted by Canva can influence student motivation and creativity. From the discussion above, it can be seen that the project based learning model has a significant effect in increasing students' learning creativity in the material of the Unitary State of the Republic of Indonesia at SMA Negeri 2 Banjar, this is shown by the comparison results of the experimental class which is higher compared to the control class.

4. CONCLUSIONS

Based on the results of data analysis and the discussion that has been presented, it can be concluded that the learning model project based learning Canva's help has an effect on increasing learning creativity. This is shown by the results of the comparison of the percentage of the control class of 69% and the experimental class of 73%. From this percentage comparison, the experimental class has a higher value than the control class. Based on the results of hypothesis testing, the magnitude of the effect is 0.385, which can be interpreted as a learning model project based learning with the help of Canva has a significant influence in improving students' creative learning skills.

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