

Improving Indonesian Language Learning Outcomes by Using the Canva-Based PjBL Learning Model for Class 5 Students' Writing Elements (phase c) UPTD SDN 35 Barru

M. Agus¹, Saskia², Sri Windy Sari³, M. Riswan Abbas⁴

Universitas Muhammadiyah Makassar

Article Info

Article history:

Accepted: 23 December 2024

Published: 9 January 2025

Keywords:

PjBL;

Canva;

Learning Outcomes;

Writing;

Indonesian.

Abstract

This study aims to improve the learning outcomes of Indonesian language in the writing element of grade V students (Phase C) by implementing the Canva-based Project-Based Learning (PjBL) learning model at UPTD SDN 35 Barru. This research method uses classroom action research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection. The subjects of the study were 12 grade V students. Data were collected through learning outcome tests, observation, and documentation. The results showed that the use of the Canva-based PjBL model was able to improve students' writing learning outcomes. In cycle I, the average student learning outcomes reached 72.3 with a completion rate of 67%, while in cycle II, learning outcomes increased to 85.7 with a completion rate of 93%. Thus, the application of the Canva-based PjBL learning model is effective in improving students' writing skills in the Indonesian language subject.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

M. Agus

Universitas Muhammadiyah Makassar

Email: magus@unismuh.ac.id

1. INTRODUCTION

Education has an important role in shaping students' character and competence. One of the subjects that students must master is Indonesian, which functions as the main communication tool and forms thought patterns. However, many students experience difficulties in understanding Indonesian language material, especially in the aspects of reading and writing. Therefore, a learning model is needed that is able to increase student involvement and participation in the learning process.

Education is a fundamental need for humans, because at birth, humans are helpless and have not yet reached maturity. In a broader view, education includes the development of various dimensions in humans, such as conscience, values, feelings, knowledge and skills. Through this process, each aspect of personality is processed and developed to achieve greater educational goals, namely producing individuals who develop holistically both mentally, physically and socially (M. Agus et al., 2024).

Indonesian language education at the elementary school level has an important role in shaping students' language skills, especially writing skills. However, student learning outcomes in the writing element are still relatively low. This is caused by less innovative learning methods and a lack of use of technology in the teaching and learning process. Therefore, the application of the learning model *Project-Based Learning* (PjBL) based on Canva is an alternative solution to improve student learning outcomes.

Model Project Based Learning (PjBL) is an innovative learning method that emphasizes project-based learning. Through this model, students are actively involved in planning, implementing and completing learning projects. The main aim of this research is

to improve the learning outcomes of grade 5 students at UPTD SDN 35 Barru using the PjBL learning model with the Classroom Action Research (PTK) method.

2. THEORETICAL STUDY

a. Project-Based Learning (PjBL) Learning Model

PjBL is a learning approach that actively involves students in completing real projects that are relevant to the subject matter (Kemendikbud, 2020). PjBL has main stages, namely:

- 1) Determination of fundamental questions
- 2) Project planning
- 3) Project implementation
- 4) Project monitoring and evaluation
- 5) Reflection

b. Canva in Learning

Canva is a digital-based graphic design platform that makes it easier for teachers and students to create interesting and creative learning materials or products. Using Canva in PjBL helps students express creative ideas in visual form which can increase motivation and learning outcomes.

c. Writing Skills in Indonesian

Writing is an important element in learning Indonesian which includes the ability to express ideas systematically and clearly in the form of written text.

Writing is a form of indirect communication that involves the transfer of ideas or feelings by utilizing characters, language structures, and word choice, using signs or symbols that can be understood according to the meaning represented by these symbols (M. Agus et al., 2023).

d. Learning outcomes

Learning outcomes are changes that occur in students after following the learning process. These changes can include aspects of knowledge (cognitive), skills (psychomotor), and attitudes (affective). Learning outcomes are indicators of the success of a learning process, where students are expected to be able to master the competencies set out in the learning objectives.

3. RESEARCH METHOD

This research used a Classroom Action Research (PTK) design which was carried out in two cycles. Research steps include:

- a. **Planning:** Prepare lesson plans based on PjBL and Canva.
- b. **Implementation:** Application of learning with PjBL stages and use of Canva.
- c. **Observation:** Observing student activities during the learning process.
- d. **Reflection:** Analyze learning outcomes and obstacles that occur for improvement in the next cycle.

Research Subject: 12 class V students at UPTD SDN 35 Barru.

Research Instruments: Learning results tests, observation sheets, and documentation.

Data analysis: Data was analyzed quantitatively descriptively.

4. RESEARCH RESULTS AND DISCUSSION

This research aims to improve Indonesian language learning outcomes in the writing element of class V UPTD SDN 35 Barru students through the application of the model

231 | Improving Indonesian Language Learning Outcomes by Using the Canva-Based PjBL Learning Model for Class 5 Students' Writing Elements (phase c) UPTD SDN 35 Barru (M.

Agus)

Project-Based Learning (PjBL) based on Canva. Based on the results obtained during the two cycles, there was a significant increase in student learning outcomes from cycle I to cycle II. In Cycle I, the average student score was 72.3, with 7 students or 58% declared to have completed the Minimum Completeness Criteria (KKM), while 5 students or 42% had not yet completed. The main obstacles faced by students in this cycle include a lack of understanding of the use of Canva as a learning medium and students not being used to following the stages of the PjBL model. Apart from that, student involvement in learning is still relatively low, with some students appearing passive and less motivated in completing the given writing project. This results in learning outcomes that are not yet optimal.

To overcome this problem, improvements were made in Cycle II, including providing more intensive assistance in using Canva, simplifying learning instructions, and distributing tasks more effectively and structured. The results of these improvements show significant improvements. The average student score increased to 85.7, with 11 students or 92% declared complete, while only 1 student or 8% had not yet reached the KKM. This improvement is not only visible in student learning outcomes, but also in students' active involvement in the learning process. If in cycle I students were still confused and less active, in cycle II students seemed more enthusiastic, creative and enthusiastic in completing writing projects. They are also more adept at utilizing Canva's features to organize and design their work, which simultaneously increases students' creativity and technology skills.

These results indicate that the applicability of the model *Project-Based Learning* Canva-based has a positive impact on improving student learning outcomes, especially in the writing element. By using this approach, students not only gain a deeper understanding of the learning material, but also gain critical, creative and collaborative thinking skills in completing projects. Apart from that, using Canva as a learning medium has succeeded in attracting students' interest and making the learning process more interesting, fun and relevant to current technological developments. Thus, the Canva-based PjBL model has proven to be effective in improving Indonesian language learning outcomes in the writing element of class V UPTD SDN 35 Barru students.

Table of Student Learning Results in Cycle I and Cycle II

Aspect	Cycle I	Cycle II	Improvement
Average Value	72,3	85,7	+13,4
Number of Completed Students	7 students (58%)	11 students (92%)	+4 students
Incomplete Number of Students	5 students (42%)	1 student (8%)	-4 students
Participation and Engagement	Currently	High	Increased

Understanding the Use of Canva	Low	Good	Increased
--------------------------------	-----	------	-----------

Based on the table above, it can be seen that student learning outcomes experienced a significant increase between Cycle I and Cycle II. In Cycle I, the average student score was 72.3, with 7 students or 58% declared complete according to the Minimum Completeness Criteria (KKM), while 5 students or 42% had not yet completed. At this stage, students' skills in using Canva are low and there is a lack of understanding of the model stages *Project-Based Learning* (PjBL) is the main obstacle that causes student involvement to still be considered moderate. Students tend to be passive and not optimal in completing the given writing project.

After improvements were made in Cycle II, learning outcomes showed a significant improvement. The average student score increased to 85.7, and 11 students or 92% succeeded in reaching the KKM. Meanwhile, only 1 student or 8% has not yet finished. This improvement was achieved *through* more intensive assistance in using Canva, simplifying instructions, and increasing student motivation by providing concrete examples and regular evaluations. Student participation has also increased, where students look more active, creative and enthusiastic in completing their projects.

In addition, students' understanding of using Canva has increased sharply. If in cycle I students still had difficulty using Canva features, in cycle II students became more adept at designing their written work in a more interesting and creative way. This shows that the use of technological media such as Canva in the PjBL approach not only improves learning outcomes, but also encourages students' technological skills.

Overall, the applicability of the model *Project-Based Learning* Canva-based has succeeded in improving student learning outcomes in Indonesian language subjects, especially in writing elements. Apart from having a positive impact on academic results, this model also increases student engagement, creativity and understanding of technology that is relevant to current developments.

5. CONCLUSION

Application of the model *Project-Based Learning* (PjBL) based on Canva has proven to be effective in improving Indonesian language learning outcomes in the writing element of class V students at UPTD SDN 35 Barru. The research results showed a significant improvement, with the average student score increasing from 72.3 in cycle I to 85.7 in cycle II. Apart from that, the number of students who achieved the Minimum Completion Criteria (KKM) also increased from 58% to 92%. This increase shows that the use of Canva in the PjBL approach has succeeded in increasing students' understanding, creativity and involvement in learning.

6. SUGGESTION

Teachers should continue to optimize the use of Canva in teaching writing by providing additional training regarding Canva's more in-depth features. Further evaluation regarding the influence of the technology-based PjBL model on other aspects of Indonesian language learning also needs to be carried out. The use of this model can be extended to other subjects to improve students' skills in various aspects of learning.

7. ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to all parties who have provided support and assistance in completing this research. Thank you to the principal, teachers and students at UPTD SDN 35 Barru who have provided the opportunity and actively participated in this research. Thank you also to the students' parents who have supported the learning and research process.

The author also would like to thank all parties who have provided guidance, input and motivation, both academic and non-academic. Hopefully the results of this research can provide benefits for the development of learning in schools in the future.

Not to forget, the author also thanks his family who always provide moral and material support in every step he takes. May Allah SWT give the best reward for all the goodness given.

8. BIBLIOGRAPHY

- Anwar, M. (2020). *Pembelajaran Berbasis Proyek: Konsep dan Implementasi dalam Pendidikan Abad 21*. Jurnal Pendidikan dan Pengajaran, 3(1), 15-23.
- Asnidar, A., Agus, M., & Putri, L. (2023). *Peningkatan Kemampuan Menulis Teks Eksposisi Menggunakan Strategi Pembelajaran RAFT (Role, Audience, Format, Topic) Siswa Kelas VII SMP Negeri 3 Turatea Kabupaten Jeneponto*. Journal on Education, 6(1), 1826-1836.
- Fitria, D., & Sari, I. (2021). "Penggunaan Media Canva dalam Pembelajaran Menulis pada Siswa Sekolah Dasar." Jurnal Teknologi Pendidikan, 9(2), 100-110.
- Hidayat, M. A., & Setiawan, D. (2021). "Penerapan Model Pembelajaran Berbasis Proyek dalam Meningkatkan Kreativitas Siswa di Sekolah Dasar." Jurnal Pendidikan Kreatif, 6(1), 33-41.
- Kurniawan, A. (2019). *Inovasi Pembelajaran dengan Memanfaatkan Teknologi dalam Meningkatkan Keterampilan Siswa*. Jurnal Pendidikan Inovatif, 4(2), 75-85.
- Pratiwi, N., & Rahmawati, R. (2022). "Pengaruh Pembelajaran Berbasis Proyek terhadap Keterampilan Menulis Siswa." Jurnal Pendidikan Bahasa dan Sastra Indonesia, 7(3), 56-65.
- Sari, D. (2023). *Canva dalam Pembelajaran Kreatif: Meningkatkan Keterampilan Siswa melalui Desain Visual*. Jurnal Pendidikan Digital, 8(1), 88-97.
- Sudiarta, M. R. V., Agus, M., & Khaltsun, U. (2024). *Analisis Kesalahan Berbahasa Indonesia pada Karangan Narasi Siswa Kelas IV UPT SD Inpres Mangasa I*. Jurnal Riset Evaluasi Pendidikan, 1(2), 74-85.
- Supriadi, S., & Wijayanti, T. (2021). "Pemanfaatan Media Pembelajaran Digital untuk Meningkatkan Keterlibatan Siswa dalam Proyek Pembelajaran." Jurnal Ilmu Pendidikan, 14(2), 44-55.