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THE INFLUENCE OF THE CANVA-ASSISTED PROJECT-BASED LEARNING MODEL ON STUDENTS' CREATIVE THINKING ABILITIES IN CLASS V ELEMENTARY SCHOOL POSTER MATERIALS

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Abstract

This research aims to determine the effect of the Canva-assisted Project-Based Learning model on students' creative thinking abilities on class V elementary school poster material. This research is a quantitative research with a Quasi-Experimental Design (quasi-experiment) with a non-equivalent control group design type of research design. In this study, both classes, both experimental and control classes, were given a pretest, then given treatment, then the final step was given a posttest. This research uses normality, homogeneity and t-test tests. The results of the normality and homogeneity tests show that the data obtained are normal and homogeneous. The t-test results during the pretest did not change to sig<0.05, namely 0.378. After being given treatment and posttest, the t-test results experienced a change of sig>0.05, namely 0.000. This shows that there are changes before and after being given treatment using the learning model as well as an increase in the results of each indicator of students' creative thinking abilities.

Keyword: canva, creative thinking skills, posters, project-based learning

INTRODUCTION

21st Century Learning requires humans to have several thinking abilities. The ability to think creatively is considered very necessary in education, especially in the teaching and learning process (Kusumaningtyas et al., 2020). The ability to think creatively is closely related to the ability to think flexibly which is able to create various answers. The ability to think creatively has several functions, including being able to provide ideas, change ways of thinking flexibly and being able to create ideas to find solutions to problems (Eliyasni et al., 2019).

In the 21st century, the ability to think is highly developed in order to create ideas that are more modern than before (Leasa et al., 2021). 21st Century Learning also expects

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teachers and students to be literate in technology and choosing media that can be fun and sharpen knowledge and can produce a learning product. The Canva application is an alternative application so that students and teachers can apply it and produce a creative product.

Canva is an application that is very useful in the world of education so that it can create modern designs. One example of modern design is posters, videos, infographic brochures and so on. By using the Canva application, teachers and students can create and create a good design to create an interesting learning process (Hidayatus Sholehah et al., 2023). One example of a product that students can make using the Canva application is making a poster. Poster material in Indonesian language learning media for fifth grade elementary school students can be used as a way to build students' creative thinking abilities. When using the Canva application on Indonesian language material, many ideas can be created that can make it easier for students and teachers to create creative learning media designs so that students can further develop their creativity. From data on class V students at SDN 188 Pekanbaru, various learning problems in poster material were found, including in the world of education that at least the use of interesting learning media and the learning model carried out by teaching staff was still monotonous. As a result, students are less able to express themselves in making posters, students are also less able to think creatively to produce an attractive product. One way for students to be able to understand and use the Canva application is for teachers to create a modern learning model so that students are able to think creatively and understand in order to achieve common goals in the learning process. The learning model that can be utilized in students' creative thinking abilities in making posters with the Canva application is a project-based learning model that can produce a final product (Moghaddas & Khoshsaligheh, 2019).

Project-Based Learning is learning that involves educators to gain knowledge based on concrete experience so that a product is created (Eliyasni et al., 2019). Project-Based Learning is a learning model where students are required to be more enthusiastic and participate creatively in the teaching and learning process (Yamin et al., 2020). Project-based learning supports collaboration between students (Genc, 2015). By implementing project-based learning, students are required to be better able to comprehend and comprehend some information in carrying out a product, namely using thinking skills to create an interesting result (Arisanti et al., 2017). Many researchers use the same Project-Based Learning model as Chen et al., (2022) entitled "Effect of project-based learning on development of Students' creative thought" with the aim of finding several results that discuss the use of project-based learning in Engineering courses. Subelli, (2020) entitled "The Influence of the Project-Based Learning (PJBL) Model on Elementary School Students' Creative Thinking Abilities". This research shows that there is a rapid increase in students in

the experimental class compared to the control class. However, in this research, the author conducted research on students' creative thinking abilities using the Project-Based Learning model assisted by Canva on poster material. The reason the author chose the Project-Based Learning model is because in this model students can develop their creative thinking skills. Students can also study together with study groups to complete group tasks assigned to achieve common goals. Thus, the author conducted research to provide a good influence in the Canva-assisted Project-Based Learning model on students' creative thinking abilities in class V elementary school poster material.

RESEARCH METHOD

This research was carried out at SDN 188 Pekanbaru. The type of research used is quantitative research, which is accompanied by some data that has been interpreted and collected using numbers and displays the results (Arikunto, 2019). This research uses a design, namely Quasi Experimental Design (quasi-experiment) with a non-equivalent control group design type of research design where both classes, namely the experimental class and the control class, are given a pretest, then treatment, then the final step is given a posttest as in Table 1.

Table 1.
Experimental Class and Control Class Research Design

Class	Initial Ability	Treatment	Final Ability
Eksperimen	*Pretest*	Posttest Project-Based Learning Model	*Posttest*
Kontrol	*Pretest*	Pretest Control of Learning Models that teachers usually use	*Posttest*

Meanwhile, the sampling technique used by researchers is purposive sampling technique. The sample used in this research was class V students at SDN Pekanbaru, namely classes VA and VB, each class numbering 24 students. This research uses 3 (three) stages in its implementation procedure, namely: 1) pre-experiment; 2) experiment; and 3) post-experiment. Data analysis in the research used SPSS 25 for Windows and Microsoft Excel 2010 software to prove the truth of the hypothesis based on the results of the normality test, homogeneity test, t test (independent sample t-test) and N-gain. The research instruments used by researchers in this study were tests and non-tests. The test is in the form of questions to measure students' creative thinking abilities in the pretest and posttest which refer to 4 aspects of thinking ability, namely: (1) Fluency (fluent thinking), (2) Flexibility (flexible thinking), (3) Originality (original thinking), (4) Elaboration (thinking

in detail) (Saifuddin, 2018). Meanwhile, non-test instruments are in the form of observation sheets.

RESULT AND DISCUSSION

To find out students' initial creative thinking skills on poster material before being treated with the Canva-assisted learning model, a pretest is given first. The tests distributed are in the form of descriptions which have previously been tested for validity, tested for reliability and tested for the level of difficulty of the questions and tested for differentiating power. After being given a pretest, the researcher gave validation to the experimental class by trying out the Project-Based Learning model assisted by Canva, while the control class used the learning model usually used by teachers. Then after the treatment, a posttest was given with the aim of measuring students' creative thinking abilities after being given the treatment.

Table 2.
Statistics of Pretest Scores on Creative Thinking Ability for Experiment Class and Control Class

Statistical	Statistical Value	
	Experiment Class	Control Class
Subject	24	24
Lowest score	31	28
Highest score	81	75
Average score	59.50	55.95
Standard Deviation	14.60	12.89

Table 3.
Statistics of Posttest Scores on Creative Thinking Ability for Experiment Class and Control Class

Statistical	Statistical Value	
	Experiment Class	Control Class
Subject	24	24
Lowest score	72.00	44.00
Highest score	100.00	88.00
Average score	85.20	69.79
Standard Deviation	8.65	12.06

Based on table 2, it shows the pretest scores obtained for the experimental class and control class before being given treatment, while table 3 shows the posttest scores obtained for the experimental class and control class after being given treatment using the Project-Based Learning model assisted by Canva. The obtained values are used to test the data through normality test, homogeneity test, and t-test.

Table 4.
Pretest normality test

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest Experiment	0.955	24	0.349
Pretest Control	0.923	24	0.067

Table 5.
Posttest normality test

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest Experiment	0.920	24	0.058
Pretest Control	0.941	24	0.175

From the results of the pretest and posttest normality tests in the two classes, it can be said that the experimental class and control class data have a normal distribution, namely sig>0.05. Therefore, the researchers next carried out a homogeneity test.

Table 6.
Pretest Homogeneity Test

Levene Statistic	d1	d2	Sig.
0.776	1	46	0.383

Table 7.
Posttest Homogeneity Test

Levene Statistic	d1	d2	Sig.
3.948	1	46	0.053

The results of the pretest and posttest homogeneity tests have a significant value greater than 0.05. This states that both classes come from homogeneous variants. Next, a t-test was carried out.

Table 8.
Test of Differences in Pretest Data on Students' Creative Thinking Ability

Data	Class	N	Average	T	Sig. (2-*tailed*)
Pretest	Experimental Class	24	59.50	0.891	0.378
	Control Class	24	55.95		

Table 9.
Posttest Data Difference Test for Students' Creative Thinking Ability

Data	Class	N	Average	T	Sig. (2-*tailed*)
Pretest	Experimental Class	24	85.20	5.088	0.000
	Control Class	24	69.79		

Based on the results in table 8 above, it is known that the significance level (2-tailed) is greater than 0.05, namely 0.378. So, there was no significant difference between the experimental class and the control class regarding students' creative thinking abilities before being given treatment. Meanwhile in table 9, the significance level (2-tailed) is smaller than 0.05, namely 0.000. So, there is a difference between the experimental class and the control class regarding students' creative thinking abilities after being given treatment. From the two tables above, it can be stated that the use of the Project-Based Learning model assisted by Canva in poster subjects for class V students at SDN 188 Pekanbaru has an effect on students' creative thinking abilities and improves student learning outcomes.

Table 10.
Percentage of the Average Score of Students' Creative Thinking Ability for Each Indicator in the Pretest

Indicator	Percentage	
	Experimental Class	Control Class
Fluency	60%	61%
Flexibility	59%	55%
Originality	59%	52%
Elaboration	53%	47%

Table 11.
Percentage of the Average Score of Students' Creative Thinking Ability for Each Indicator in the Posttest

Indicator	Percentage	
	Experimental Class	Control Class
Fluency	87%	72%
Flexibility	83%	64%
Originality	80%	66%
Elaboration	78%	67%

Apart from that, if we look at each indicator of creative thinking ability, it was found that class V students at SDN 188 Pekanbaru experienced an increase in each indicator.

CONCLUSION

Based on the results of research conducted at SDN 188 Pekanbaru, it can be concluded that the use of the Project-Based Learning model assisted by Canva on poster material has had an influence. This is proven by calculating the normality test and homogeneity test, both pretest and posttest, with the help of SPSS, showing that the two classes have a normal and homogeneous distribution. Meanwhile, during the pretest, there was no significant change in the t-test < 0.05, namely 0.378. Meanwhile, after being given treatment and posttest, there was a difference in the significance level of >0.05, namely 0.000. It can be stated that there was an influence before and after being given the Project-Based Learning model assisted by Canva on the fifth-grade elementary school poster material.

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