

**THE EFFECT OF *THE PROJECT BASED LEARNING MODEL* USED BY CANVA
ON THE LEARNING OUTCOMES OF GRADE X MIA STUDENTS OF SMA
PARULIAN 2 MEDAN
ACADEMIC YEAR 2023/2024**

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ABSTRACT

The purpose of this study was to determine the effect of Canva Assisted Mission Based Learning Version on students' Physics learning outcomes on the Measurement material of class X Semester I of SMA Parulian 2 Medan in the 2023/2024 Academic Year. This type of research is a quasi-experimental study. The population of this study was all students of class X MIA semester I of SMA Parulian 2 Medan which includes 2 subjects with a total of 30 students. Sampling was carried out by General Sampling where the number of samples was equal to the number of populations, so that the sample in this test changed to 15 students of class X MIA 1 as an experimental model, who were taught to use Canva. Assisted efforts based on the purchase of model information and 15 students of sophistication X MIA 2. as beauty manipulation were taught with a direct introduction model assisted with Canva. The research device used a multiple-choice view at along with 14 items with five choices (a, b, c, d, and e) which had been tested beforehand to determine the validity, reliability, level of difficulty, and item differentiation. Before examining the hypothesis, the normality and homogeneity of the records were checked first. The results show that the general pretest score for the test is 43.20 with a complete deviation of 8.23 and for the ordinary one is forty-two.75 with a standard deviation of seven, sixty-four. For preliminary competency $t_{count} = 0.329$ and $t_{table} = 2.05$. shows that $t_{count} < t_{table}$, then the initial talent of both classes is identical. After getting knowledge about ending, the post-test changed to finished for both lessons and the average trial cost changed to 80.79 with an average difference of 8.68 while for the elegance of manipulation the publication test cost became 72.67 with a current deviation of 8.15. Based on the pre-test homogeneity test, it was obtained $F_{count} = 1.162$ along with $F_{table} = 2.48$. because $F_{count} (1.162) < F_{table} (2.48)$, then the pretest research fact turned out to be homogeneous, then the publish-check homogeneity test obtained $F_{count} = 1.213$ along with $F_{table} = 2.48$. because $F_{count} (1.213) < F_{table} (2.48)$ then the post-test research data is homogeneous, then the statistical test (one-tailed t-test) obtained $t_{count} = 2.67$ and $t_{table} = 1.70$ at a significance level of $\alpha = 0.05$, with dk as much as 28. Because $t_{count} > t_{table}$, being unique ($2.67 > 1.70$), this indicates that there may be a very large effect of the Canva Assisted learning-based task version on Physics students gaining knowledge about the results in the problem of interweaving of sophistication X Semester I personal strengths of the Parulian 2 Medan faculty in the 2023/2024 academic year.

1. INTRODUCTION

education is form embodiment from method life dynamic human And demands human development entitled get proper education in accordance with its development . 20 2003 regarding Machine National Education stipulates that education national functioning For

develop talent And form dignified human being And civilization nation so that can enlightening life kingdom . Belief education is For increase ability participant educate to become pious person And pious to Almighty God One , moral noble , healthy , knowledgeable , capable , advanced , no take sides , and come on stage as inhabitant the country that ' returned democratic And accountable . (Trianto , 2019: 1).

Physics is part from eye lessons taught in schools , especially science (herbal technology) in form knowledge technology that is technology that explains facts clinical events that occur in nature with standard mathematical training Physics direct student For Study in a way independent so that can help student get extensive information about the characters around him . so that in method introduction physics , students sued For involved in a way active that allows For increase results proper mastery . wrong one possible recognition mode increase impact learning student is a PjBL model assisted Canva .

According to the research journal Panjaitan, J. et al (2020: 82), "task-based schooling is a form of education that empowers students to utilize modern insights and motives based on their reports through various submissions." The PjBL model is a learning model that uses tasks or activities as media.

In accordance with the Ministry of Education and Culture (2013), this introductory version makes students explore, verify, interpret, synthesize and provide data to provide various forms of introductory consequences. By using this introductory model, it is hoped that scholars will gain maximum benefits from both the process and outcomes of their learning. It is hoped that student work can be displayed at each university to serve as a literacy resource for students at the school.

2. LITERATURE REVIEW

a. Understanding Learning Outcomes

in tune with Udin (Octavia, 2020: 12) “ recognition model is framework conceptual that describes a scientific process For organize get knowledge from experience For reach dream positive learning ” . Mastery model functioning as guidelines For control designer and teachers in make plan And force activity learning . in line with Trianto (Octavia, 2020: 12) “ gaining knowledge of version is a plan or style that can be used as a guide in making lesson plans in class or in acquaintance education.

The learning version may be very effective in efforts to improve first-grade practice activities and knowledge deepening, because in learning activities students are required to play an active role in learning and are expected to be able to apply advanced thinking skills, hone cohesiveness and cooperation in a group. organization.

In accordance with Mulyono (Octavia, 2020: 15) blessings of learning models as instruction For designing And uphold mastery . In line with Wahyuni (2019), mission-based mastering is a learning model that provides the possibility for educators to manipulate introductions in the lecture room by involving mission work. Consistent with Daryanto and Raharjo (2012: 162).

c . Definition Canva

consistent with Demarest in the journal Rahmasari, et al (2021: 166) Canva is a free format platform that will with easy help users make design with effect professional For designing . Canva is internet formatting utility that provides various type tools consisting of from displays , resumes, posters, flyers , brochures , photos , infographics , banners , bookmarks, newsletters , and etc. provided in the device program soft Canva .

Just as with the advantages of this Canva utility, there are also simple negative aspects that may be obtained from this utility, especially if you need to use Canva, everyone must have a statistical plan to be able to join and be able to use Canva, except that the designs

provided in the Canva software are some paid templates, but this is not always a hassle, because there are many correct templates that are free to use.

3. RESEARCH METHODS

a. Location And Time Study

This research was conducted in class X MIA Semester I SMA Parulian 2 Medan in the 2023/2024 academic year, located at Jl. Garuda Raya No. 45, Tegal Sari Mandala I, Medan Denai District, Medan City, North Sumatra. The study was completed in August 2023.

b. Population And Sample Study

Population in study This is student Class X MIA 1 and X MIA 2 in Private High School Parulian 2 Medan years academic year 2023/2024. at the same time taking sample with use Cluster Random Sampling approach , in particular approach election sample from group heterogeneous in a way random , one elegance as class experiment (X1) that was taught with challenge assisted Canva based on version introduction And every greatness other like splendor manage (X2) that is taught with learning models Direct .

c . Type Study

This type of research is a quasi-experimental study, where the type of quasi-experimental study is that students gain knowledge about the consequences received by researchers derived from cognitive abilities alone, without identifying external elements that motivate unique students to gain knowledge about the results.

4. RESEARCH RESULTS AND DISCUSSION

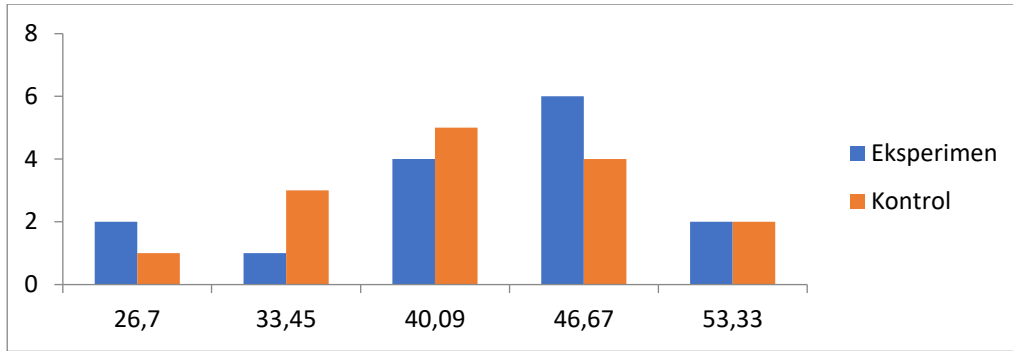
1. Pretest

a. Experimental and Control Pretest Data

General pretest score students in class experiment to 43.20 whereas general pretest score students in class control to 42.7

No	Experimental Class				Control Class			
	Pretest Score	Fi	\bar{X}	S	Pretest Score	fi	\bar{X}	S
1	26.70	2	43.20	8.23	26.70	1	42.75	7.64
2	33.45	1			33.45	3		
3	40.09	4			40.09	5		
4	46.67	6			46.67	4		
5	53.33	2			53.33	2		
Amount		15			Amount	15		

Chart of experimental and control pretest scores



b. Post-test Data for Experimental Class and Control Class

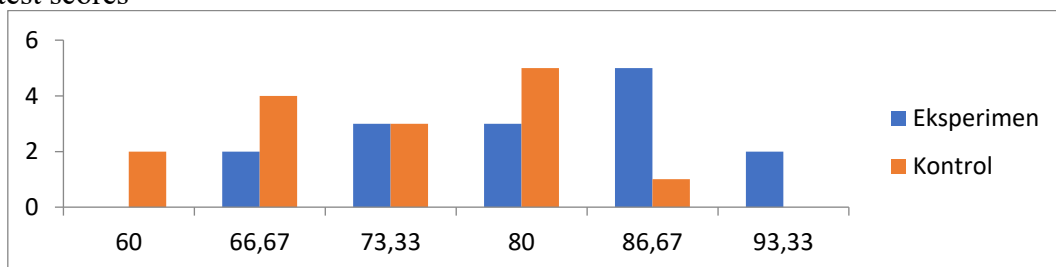
can be seen in table 4.2 below:

The average posttest score for the results of student recognition in the experimental class was 80.79, while the average posttest score for student mastery in the control class was 72.67.

Table 4.2 Post-test Scores for Experimental and Control Classes

NO	Experimental Class				Control Class			
	Posttest Score	Fi	\bar{X}	S	Posttest Score	Fi	\bar{X}	S
1	66.67	2	80.79	8.68	60.00	2	72.67	8.15
2	73.33	3			66.67	4		
3	80.00	3			73.33	3		
4	86.67	5			80.00	5		
5	93.33	2			86.67	1		
Amount		15			Amount	15		

Chart of experimental and control post-test scores



2. Normality Test

Table 4.4 Results of Calculation of Normality Test for Pretest and Posttest Data

3.

No	Data	Group	L _{count}	L _{table}	Conclusion
1	Pretest	Experiment	0.18	0.22	Normal
2		Control	0.17	0.22	Normal
3	Posts	Experiment	0.15	0.22	Normal
4		Control	0.16	0.22	Normal

Homogeneity Test

Table 4.5 Results of the Calculation of the Pretest and Posttest Homogeneity Test

4.

Data	Group	Variance	F _{count}	F _{table}	Conclusion
Pretest	Experimental Class	67.74	1,162	2.48	Homogeneous
	Control Class	58.36			
Posts	Experimental Class	75.35	1,213		Homogeneous
	Control Class	66.42			

Hypothesis Testing

Table 4.6 Results of Hypothesis Test Calculations

Data	Group	\bar{X}	t _{count}	t _{table}	Information
Pretest	Experimental Class	43.20	0.329	2.05	Initial abilities are the same
	Control Class	42.75			
Posts	Experimental Class	80.79	2.67	1.70	There is a significant influence
	Control Class	72.67			

5. CONCLUSION

1. Students gain knowledge about the outcomes taught by using the Canva-assisted based mastering version learning model on the difficulty calculation of class X MIA Semester I Semester I of Parulian 2 Private High School Medan in the 2023/2024 academic year with a median value of 80.79.
2. The results of the mastery of scholars teach use of recognition models direct assisted Canva on count situation Class X MIA Semester I Semester I SMA Parulian 2 Medan 2023/2024 FACTS 12 months with average score 72.67 .

3. There is enough influence large learning model based business assisted canva on physics get knowledge about results in count amount difficulty size Class X MIA Semester I SMA Parulian 2 Medan for year 2023/2024 lessons based on test hypothesis on thitung obtained $> t$ tabel or $2.67 > 1.70$.

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