

Application of the Problem Based Learning (PBL) Model Assisted by Canva Media to Increase Interest in History Subjects for Class X.9 SMA Negeri 5 Medan

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Abstract

This research aims to increase students' interest in learning in the subject of History by implementing the Problem Based Learning (PBL) learning model assisted by Canva media. The research was conducted in class X.9 of SMA Negeri 5 Medan. The method used is classroom action research (PTK) with two cycles. Each cycle consists of planning, implementation, observation and reflection stages. Data was obtained through observation, interviews, and student learning interest questionnaires. The research results show that the application of the PBL learning model assisted by Canva media is able to increase students' interest in learning significantly. Using Canva media in the learning process makes the material more interesting and easy to understand, so that students are more actively involved in learning. This research suggests implementing the PBL learning model with the support of digital media such as Canva as an effective strategy in increasing students' interest in learning, especially in History subjects.

Keywords: Problem Based Learning Model, Canva Media, Interest in Learning



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INTRODUCTION

Education is an organized and planned process to develop a person's potential through learning, teaching and training activities. The aim of education is to provide the knowledge, skills, values and attitudes needed so that individuals can play a good role in society. Through education, it is hoped that someone can increase their intellectual, emotional and social capacities, so that they are able to overcome life's challenges and contribute positively to their community (Okoye, 2024: 2). Just as stated in Law No. 20 of 2003, the aim of education is an effort carried out with full awareness and planning to create an atmosphere and learning process that allows students to actively develop their potential. This aims to ensure that they have spiritual strength, good personality, self-control, noble character, intelligence, and the skills necessary for themselves and society (Ma'rifah, et al, 2022: 225). As we know, studying history may often be seen as boring by students, because the delivery of the material is too monotonous and only uses the lecture method. Of course, there needs to be a change so that history learning can play an active role in the progress of Indonesian education, in order to make students more interested in studying things related to history. Therefore, it is important to apply a more interactive and interesting approach to history learning. For example, using digital media, historical simulations, or project-based learning methods can help students understand and appreciate historical context in a more dynamic and enjoyable way. In this way, students will not only be more actively engaged, but can also develop critical and analytical thinking skills that are useful in their daily lives. In the midst of the fourth industrial revolution era which is marked by extraordinary advances in science and technology, education is also undergoing significant transformation to meet the demands of the 21st

century. Rapid technological developments encourage both students and teachers to integrate advanced technological tools in the teaching and learning process. In addition, innovative teaching models are now becoming increasingly important, and learning media play a crucial role in creating a more interactive and interesting learning environment, which in turn can improve student learning outcomes (Taufiqurrahman, et al, 2023: 2). Teachers play a very important role in the success or failure of learning, so in order to optimize students' active learning in the learning process, educators can implement various strategies, including strengthening students' interest in the subject matter, fostering and awakening their intrinsic motivation, as well as integrating the use of innovative and relevant learning media (Wibowo, 2016: 129). Judging from the problems above, one of the learning media that stands out is Canva, an online-based graphic design and visual communication application that is very easy to use. Canva provides a variety of features that enable the creation of various types of learning materials such as dynamic PowerPoint presentations, attractive posters, clear concept maps, well-organized documents, as well as other visual content equipped with animations, images and audio. The flexibility offered by Canva makes it an ideal and effective tool to support educational goals in a modern context.

RESEARCH METHODS

In this research, the author used qualitative methods. Qualitative research is an approach that aims to describe and understand phenomena that occur in real contexts in depth and comprehensively. By applying a qualitative approach, researchers can more focusedly observe and analyze concerns and events that are natural or occur spontaneously in the research environment (Nurgiansah, et al, 2021: 14). This approach allows researchers to capture and describe problems more authentically and in detail, making it easier to prepare an accurate picture of the problems faced and the proposed solutions. This method provides space for researchers to explore meanings and patterns that may not be revealed through a quantitative approach, and allows a more in-depth analysis of the phenomenon being studied. In a qualitative approach, researchers will collect data through observation, interviews and document analysis to get a comprehensive picture of how the inquiry learning model is implemented and its impact on student interest. Direct classroom observations will provide insight into the interactions between students and Canva media, as well as how these learning strategies influence student engagement and motivation. Through a qualitative approach, researchers can produce an in-depth and detailed understanding of how the use of Canva media in history learning can influence student interest and how specific aspects of the inquiry learning model play a role in this process. It is hoped that the findings from this research will provide valuable insight for the development of learning strategies that are more effective and interesting for students. In this research, the approach applied is descriptive analytical research, the main focus of which is on describing and in-depth analysis of the data collected. The data to be obtained includes various forms of information such as text, detailed descriptions, and behavioral patterns. In contrast to approaches that use numbers or statistics, the data will not be presented in a numerical or quantitative format. Instead, the data will be organized in a qualitative form which allows for a deeper study and a more comprehensive understanding of the meaning behind the information, beyond just frequency calculations or numerical data. This research was carried out at SMA Negeri 5 Medan, which is located on Jl. Student No.17, Teladan Timur, Kec. Medan City, Medan City, North Sumatra. There were 36 students involved in this research, consisting of 15 male students and 21 female students. To collect data to answer the problem formulation, procedures in the form of questionnaires and student activity observation sheets were used.



Figure 1. Classroom Action Research Design

After that, the data collected during the observation process will go through the analysis stage to obtain a more in-depth and comprehensive interpretation. In analyzing observation data, the method that will be used is percentage calculation. This also applies to questionnaires about student interest in studying history, where the results will be calculated using the same percentage formula. However, there are differences in the results obtained as well as the methods used for observation and categorization or assessment. These differences will be explained in detail in the following sections of this explanation, including how observations are made and how categories and ratings are assigned.

$$P = \frac{f}{n} \times 100\%$$

keterangan:

P: Percentage figure

f : Frequency

n : Number of Frequencies

(Rukajat, 2018:40)

The categories of mastery levels achieved based on the assessment criteria are as follows:

Table 1. Assessment Criteria	
Percentage	Criteria
86 – 100 %	Very Good
76 – 85 %	Good
60 – 75 %	Enough
55 – 59 %	Not Enough
≤ 54 %	Very Little

Source: Purwanto, 2004: 103

RESEARCH RESULTS AND DISCUSSION

Initial Conditions

In this activity, the researcher examined the history learning process that had been carried out by the previous teacher in class X.9 to identify the problems that occurred in that class. Based on observations and interviews conducted with history subject teachers in class X.9, it was found that students were less active during teaching and learning activities. They tend to be passive and remain silent when the teacher asks for their opinion or is given the opportunity to ask questions about historical material. Students appear less enthusiastic in conveying arguments orally, which indicates a feeling of discomfort and lack of enthusiasm during the learning process.

Cycle 1

In cycle I, it was carried out in one meeting with a duration of 2 x 45 minutes. The learning material applied in cycle I is introductory material to history. In cycle I, a problem based learning model was used with the help of Canva media. Cycle I will be held on Wednesday 7 August 2024 at 10.40 WIB.

Initial Activities

1. Students prepare themselves to study and maintain discipline.
2. Students and teachers give and return greetings to each other, and ask about each other's circumstances.
3. Students and teachers pray together to start learning activities.
4. Students and teachers pray together to start learning activities.
5. Students and teachers together check attendance through attendance.
6. Students sing the song "From Sabang to Merauke" with video guidance
7. Students pay attention to the questions asked by the teacher.
8. Students provide answers to questions asked by the teacher.
9. Students listen to the teacher's explanation of learning objectives and activities.
 - a. "Children, everyone still remembers the previous lesson, right?"
 - b. "Then, has anyone here had a pleasant experience that is difficult to forget?"
 - c. "So, in this experience, who was involved, when and where did it happen?"
 - d. "Are the children able to retell the experience?" (*Apperception*).
10. Students respond to questions asked by the teacher (*critical reasoning/4C*).
11. Students pay attention to the teacher's explanation of learning objectives and activities (*Communication/4C*).

Core Activities

Phase 1. Provide Problem Orientation

1. The teacher shows infographics about grouping events based on synchronic and diachronic qualifications using a laptop and projector.
2. Next, the teacher gives students time to first glance at the infographic that is being displayed in front of them.
3. After displaying the simple infographic, the teacher asks questions related to the event as well as explanations regarding synchronic and diachronic, in order to stimulate interest in expressing his opinion. These questions may include:
 - a. Is it important to understand diachronic and synchronic events?
 - b. How influential is it for us to understand diachronic and synchronic in assessing the validity of a historical event?

Phase 2. Organizing students to learn

1. The teacher groups students into several groups consisting of 3-5 people.
2. The teacher gives each group of students the opportunity to express their opinion about the video based on the questions above.
3. The teacher responds to the students' opinions and then asks the students why they think about their opinions.
4. The teacher gives students worksheets (LKPD) which are shared through class groups and are formatted in various Canva templates and must be done in groups.
5. The teacher asks students to complete the students' worksheets within the agreed time period.

Phase 3. Guiding the Investigation

1. The teacher walks around the room and provides help and guidance to groups who are having difficulty completing the tasks on their worksheets, ensuring each group gets the support it needs to understand the material well.
2. Next, the teacher clarified the problems faced by the groups by providing detailed responses to each group's opinions. Teachers also direct their discussions back to concepts or learning materials by being creative freely in the form of infographics designed through the Canva application.

Phase 4. Develop and present the work

1. The teacher gives each group the opportunity to present the results of their work that has been completed as a group. Each group was asked to explain the worksheet they had worked on as creatively as possible in the form of an infographic in detail in front of the class, so that all students could understand the process and results of the group's work.
2. After the presentation from one group is finished, the teacher asks other groups that are not making a presentation to provide responses to the material presented. The teacher directs other groups to provide constructive input, criticism, or questions related to the presentation, so that interactive and in-depth discussions occur.
3. The teacher then instructs each student to take turns taking a card containing statements about various diachronic and synchronic examples. After taking the card, students are asked to stick the card on the board provided, which functions to classify diachronic and synchronic. This process is carried out to help students better understand the need for diachronic and synchronic concepts of various historical events.
4. The teacher appreciates each student's work on assignments.

Closing Activities

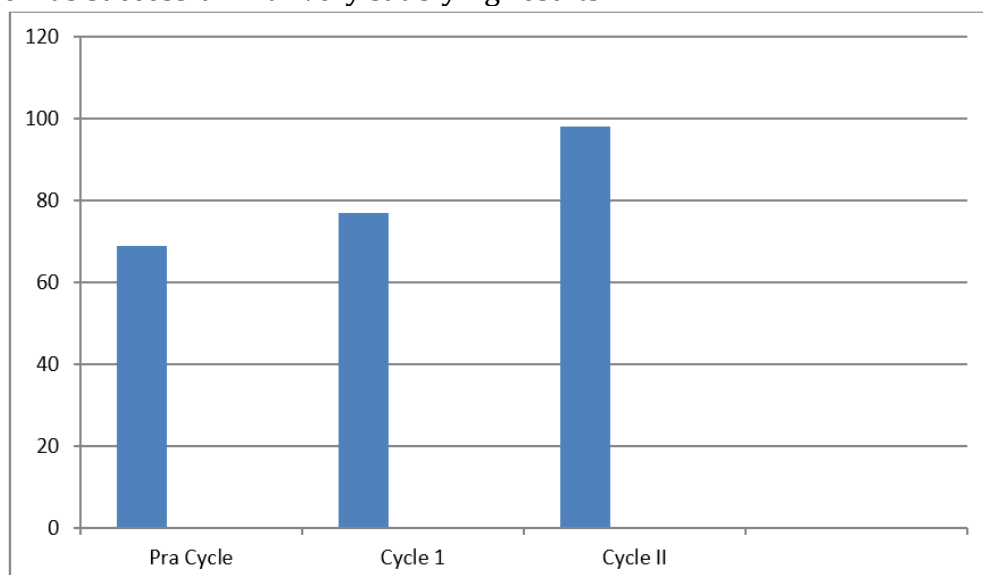
1. The teacher together with the students reflects on the learning process that has taken place at this meeting, namely discussing again the material that has been studied, evaluating understanding, and identifying things that need to be improved or deepened in future meetings.
2. The teacher provides an assessment or evaluation to each student based on participation and work results during learning. This evaluation can cover various aspects, such as understanding the material, involvement in discussions, and contributions to group work, as well as providing feedback for future improvements.
3. The teacher conveys information regarding planned learning activities that will be carried out at the next meeting. By providing an overview of the topics that will be discussed, the assignments that must be prepared, and the activities that will be carried out, so that students can prepare themselves well.
4. Before closing the meeting, the teacher and the students first pray together. This prayer is done as a form of gratitude for the learning that has taken place and asking for guidance so that the knowledge gained is useful and the next meeting runs smoothly.

Judging from the observations made through learning cycle 1 above, the researcher can roughly conclude that the enthusiasm shown by the students was very visible. However, the percentage is still slightly less than the target percentage that meets the ideal category. The percentage obtained was 69%, while the ideal percentage score was 85%. This happens because students are still a little taboo about using the Canva application, so that in each group there are only a few students who appear active and creative in using the Canva application. It is important for students to explore the use of Canva media to increase their

interest in learning. By applying interesting and fun learning methods, students will be more motivated to pay greater attention to the material taught by the teacher. This is because a positive and enjoyable learning atmosphere can increase student involvement, make them more focused, and improve their understanding of the lesson material presented (Fitasari et al., 2015). Therefore, to assess whether the actions in cycle 1 were effective enough to be continued in subsequent learning, here the researcher carried out repeated actions in cycle 2 armed with fairly complete presentations in the previous cycle 1. To find out how interested and understanding students in class And the results of the cycle 1 test showed that there were >77% or 27 students who succeeded in achieving the ideal score >85%. However, this has not yet reached the set score, namely 90%. So, based on the results of questionnaire tests and observations made on student activities, the author can provide the following explanation: The scores from the questionnaire show that the learning outcomes that have been implemented are at a fairly good level, but have not yet reached the expected level of achievement. In cycle I, students obtained a score of 80, which is equivalent to 77%. Even though all students were present when the lesson began, only a small number of them were able to answer questions asked by the teacher, provide adequate responses, and provide examples of the explanations given by the teacher. This deficiency is caused by students' unfamiliarity with the PBL learning model which uses Canva media as a tool. Therefore, follow-up needs to be carried out by continuing to cycle II to improve and increase student interest.

Cycle II

Furthermore, in the follow-up implementation in cycle II, observations showed that students' interest in learning history regarding diachronic and synchronic material was at a very good level with a score percentage reaching 95%. This can be seen from the increase in learning outcomes, up to 98% of students getting a score of 85. In this advanced cycle using synchronic and diachronic material outlined in infographics via the Canva application, the following things were found: 1) Students are increasingly showing more interest enthusiastic and more active in group discussions, 2) Students feel more brave and free in designing their understanding of the material in the form of attractive infographics, 3) The use of models and media is very effective in helping understand the material, and 4) The speed of students in solving problems has increased. Based on cycle II data, the researcher concluded that learning in this cycle was successful with very satisfying results.



CONCLUSION

The use of the PBL learning model supported by Canva media shows significant effectiveness in increasing interest in learning history in class X.9 students at SMAN 5 Medan. This can be seen from the increase in the average student score, where in cycle I, 77% of students achieved a score of 80, and in cycle II, this percentage increased to 98%. Students' active interest in class also increased, from 77% in cycle I to 98% in cycle II, along with changes in students' positive attitudes towards learning history. This research plays an important role in efforts to increase students' interest in learning history. Therefore, what researchers can suggest is that this model is worthy of being considered and applied more widely in various schools as an effort to improve the quality of learning, especially in the field of history studies. In addition, further research can be carried out to explore the application of similar methods to other subjects or at different educational levels to see the consistency of the results achieved.

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