The Use of Project Based Learning (PBL) with Canva to Increase Students' Activity

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Abstract
This study aimed to increase students' activities in face-to-face learning through project-based learning with Canva. This research was one pre-experimental. The research subjects were students of SMAN 11 Pinrang class X MIPA 3, totaling 32 students. The data were collected using observation checklist tests with 5 indicators they are visual activities, oral activities, listening activities, writing activities and mental activities. The researcher was helped by four observers in observing students' activities in three meetings. The data was then analyzed descriptively. The result of this study indicates that the first meeting was 72.49% and experienced a significant increase in the second meeting to 85.08 and the third meeting to 86.11 so that the average percentage of student learning activity observations in implementation project-based learning with Canva obtained a result of 81.22% in the active category. So, it can be concluded that students' activity in using project-based learning with Canva at SMAN 11 Pinrang was increased.
Keywords: *Canva, English, project Based Learning, students' activity*

1. Introduction

Education in Indonesia during the Covid-19 pandemic has experienced changes in different learning activities starting in early March 2020. Distance learning is the most effective alternative to be implemented while Indonesia is being hit by the Covid-19 outbreak to prevent the increasingly massive chain of transmission. Aswat et al (2021) Distance learning is an alternative to the government, so students are required to study from home with the guidance of their parents under the coordination of the teacher. This of course remains the responsibility of the teacher in monitoring the development of student learning both cognitively, affectively, and psych motorically. The results of the study from Basar et al (2021) prove that distance learning during the Covid-19 pandemic has generated various responses and changes to the learning system that can affect the learning process and the level of development of students in responding to the material presented.

The many problems that arise in the application of distance have resulted in the quality of education in Indonesia being assessed as having decreased compared to other countries. For this reason, the government has begun to set strategies so that learning can be carried out face-to-face. so that a new policy emerged regarding the implementation of limited face-to-face learning which opened in July 2021 with the provision that all educational staff have been vaccinated and learning is carried out by limiting meeting hours, as well as implementing strict health protocols. So, in this case students are divided into study groups or scheduled based on shifts, with the aim of limiting the number of students in one room

(Pattanang, Limbong, and Tambunan, 2021).

Planning for face-to-face learning needs to pay attention to several things that schools can do, including: 1) Vaccinate all educators and education staff in schools; 2) Increase the immunity of students, educators, and education staff; 3) Prepare facilities and infrastructure according to health protocols. Prior to implementing limited face-to-face learning, the Ministry of Education and Culture had socialized and published a learning guidebook during the pandemic. Ministry of Education and Culture (2020) The role of the learning team, including 1) dividing study groups and setting lesson schedules for each group; 2) make room layout arrangements; 3) provide dividing lines and direction markers for corridors and stairs; 4) implementing a bullying prevention mechanism for citizens of educational units who are stigmatized by Covid-19; 5) prepare all equipment for implementing health protocols.

Based on the author's observation on students of class X MIPA 3 SMAN 11 Pinrang, on August 23, 2021, SMAN 11 Pinrang had a limited face-to-face meeting. It was found that there was still a lack of student involvement in the learning process. As a result, students become less focused and less interested in listening to the material not only presented by the teacher but also their friends. Students' learning activities are very worrying. Students also often miss the material when taking notes on the material presented by the teacher and students' concentration is divided. Based on the results of interviews with several students, the authors can identify several causes of the problems that arise as follows: 1) The effect of learning from home (LFH); 2.) Students rely heavily on Google in doing the tasks given by the teacher; 3) Students consider English subjects very difficult; 4) The teacher uses media that is not interesting and not interactive; 5) The communication that is built is one-way learning communication (teacher center) so that learning activities tend to be passive.

Regarding the phenomenon above that is in teaching English in my school so the researcher offers a model that can involve students in learning. Project based learning is innovative learning that encourages students to carry out investigations, work collaboratively in research and create projects that apply their knowledge of discovering new things, proficient in the use of technology and able to solve problems. It also supported by Suwandhi (2022); Eliana et al (2016); and Argawati (2020). Project-based learning is a model learner-cantered and experiential learning meaningful learning for students. The learning experience of students and the concept is built based on the product produced in the learning process project based (Suhartatik & Adi, 2014); (Tutik, 2016). The PBL model can link students' higher order thinking skills (Hayati, 2016). The steps (syntax) of project-based learning as developed by The George Lucas Educational Foundation (2005) consist of: (1) Asking essential questions to students, (2) Designing project plans, (3) Preparing activity schedules, (4) Monitoring student activities, (5) assessing student success, and (6) evaluating student experience. The implementation of learning using the PBL model will not run well if students have low achievement motivation (Sani, 2014).

In implementation PBL is to develop students' creativity. It deals with (Lestari, 2022) The results showed that there was an improvement of the students' creativity in the project-based learning implementation. so, in the application it is very integrated with technology. Moreover the use of technology in learning is very necessary in terms of designing, analyzing, evaluating, developing and implementing material in the learning process (West et al., 2016). Fatturohman dan Sutikno (2007) said that teaching materials are materials that

continue to develop dynamically along with the progress and demands of development. Teaching materials should be adapted to the conditions of the times and students say that teaching materials are materials that continue to develop dynamically in line with progress and development demands. Teaching materials should be adapted to the conditions of the times and students' needs (Resmini, 2021). One application that can be an alternative is Canva.

The Canva application is an online-based free and paid application that is easy to use, including in designing learning media (Pelangi, 2020). This application is very suitable for use in this limited face-to-face meeting because in this application users can edit together. This is in line with the face-to-face meeting guidelines which severely limit mobility in the classroom so that students can still do group assignments without leaving the place. In this application we can also create animations and can add audio from the user himself so this can be used in learning English. Audio-visual-based learning media with the Canva application are very suitable for use in learning. Its use is very effective both offline and online (Rahmatullah, 2020). A study conducted by other researcher found that the function and benefit of canva divided into two, namely as sumplemen and subtitusi. The supplement function of canva is (1) Canva fasilitated teacher to make learning media; (2) Canva Application Improve online teaching process. The substitution function of canva is (1) Canva Application Improves learning media effectively; (2) Learning media of Canva is easy to distribute to students; (3) Canva application can help the technology requirement (Anwar,2021). Therefore, the researcher is interested in describing the impact of Project based learning with Canva to enhance students' activities at SMAN 11 Pinrang.

2. Method

This research was characterized as quantitative study using one group design. The research was already done on the even semester 2021-2022, during March to May 2022. The population in this study are students SMAN 11 Pinrang, South Sulawesi. The participants of this study were X MIPA 3. The instrument employed in this research was observation checklist. This observation includes visual activities (reading /watching material), oral activities (ask or answer the questions), listening activities (listen to teachers' and friends' explanations), writing activities (taking notes), and mental activities (doing the assignments).

The observation done towards all the students in the classroom and done during the teaching learning process. The learning activities of students during the learning process carried out by four observers for three meetings that describe the activities of students during English language learning on advertisement material conducted by researchers using Project Based Learning with Canva application. Then the assessments of the three meetings were averaged. The result of data would be discussed in the following section of this research.

3. Results:

3.1. Findings

Students' activity during the implementation of PBL with Canva application in this research used observation checklists using the framework of Paul B . Diedrich (2011). The observation checklist covers some items like, reading/ watching the material, asking questions, responding to the questions, giving opinions, paying attention to the teacher's explanation., taking notes and doing the assignments. The learning activities of students

during the learning process carried out for three meetings that describe the activities of students during English language learning on advertisement material conducted by researchers using Project Based Learning with Canva application. Then the assessments of the three meetings were averaged. Based on the results of observations made, the percentage of student learning activities is in the active category which can be seen in the table below

Table 1. The rate percentage of students' activity

No	Activity	Meeting		
		1	2	3
1	Read/watch the material	74%	85,41%	86,45%
2	Asking questions	61%	81,25%	82,29%
3	Respond the questions	67,70%	84,37%	85,41%
4	Listen the teacher/students' explanation	79,16%	88,54%	88,54%
5	Taking notes	65,62%	81,25%	83,33%
6	Do the assignments	57,50%	89,53%	90,65%
	Rate	72,49%	85,08%	86,11%
	Rate Students' Activity	**81,22% (Good) Active**		

Based on table 4.6 shows that the acquisition of the percentage of student learning activity observations at the first meeting was 72.49% and experienced a significant increase in the second meeting to 85.08 and the third meeting to 86.11 so that the average percentage of student learning activity observations in implementation project-based learning with Canva obtained a result of 81.22% in the active category.

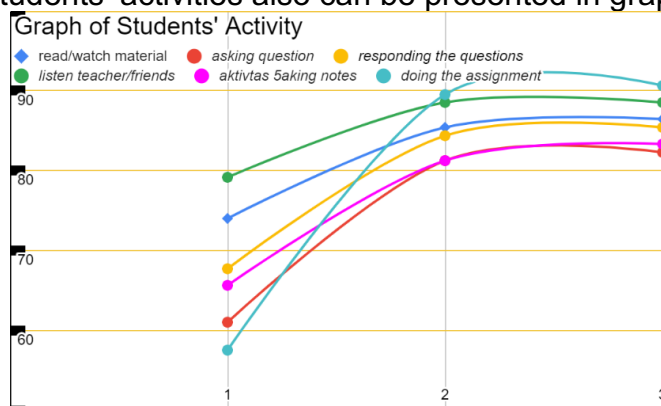Data result from students' activities also can be presented in graph form as follows:

Figure 1. Graph of students' activity

The picture above also shows us the level of achievement of each different activity. At the first meeting, doing assignments was still the lowest compared to other activities. This is due to the insufficient time given so that many students have not done the assignments given. It is different with listening activity which achieves the highest achievement among other indicators. This is because the students are very enthusiastic about the teachers or friends' explanation using the Canva template and their curiosity is very high about the application

Meanwhile, at the second and third meetings, the activity of doing the task got the highest achievement. This is very different from the first meeting where this activity was the lowest. This is because students enjoy doing assignments in pairs in Canva. Meanwhile, other activities also show activities that can be categorized as active. This is because they enjoy learning using the project-based learning method with the help of Canva and are already able to put it to good use.

3.2. Discussion

Based on observation checklist on students' activity on advertisement material by applying project-based Learning with Canva. We can say students are active in almost all activities in each meeting. Only in the activity of solving problems does one get good.

We can see from Figure 4.1 that the activity that greatly increased drastically was doing the assignments given by the teacher. At the first meeting their activity was very low, most of them didn't really understand fluently using Canva and were also still unmotivated, but with the guidance of the teacher, they started to be fluent and motivated with the assignments given so that in the next meeting, there is a very significant increase, this happened because in the performance of their duties. They are very motivated to do it with the attractive Canva template, especially when editing such as, adding photos or videos, both from our own computer and from Google. This is Line with Hapsari (2022) and Zahra (2022).

The next reason was because they enjoy learning using the project-based learning method with the help of Canva and are already able to put it to good use. This is also in line with research Ukah (2023); Bagheri(2013); and Utarini (2022) stated that project-based learning can improve student achievement and learning activities. This increase occurs because project-based learning encourages students to be responsible for completing projects, students not only actively participate in the learning process but also train them to learn continuously to solve problems and solve them.

The other reason was they can do their project collaboratively. This is line with the characteristic of PBL conducted by Daryanto and Raharjo (2012) Learners are collaboratively responsible for accessing and managing information to solve problems. Those studies confirm that Project based Learning and using IT in teaching learning process can increase their students' activities. However previous study that have been conducted before were not specially proposed in analyzing the use of PBL with Canva in enhance students' activities.

During the learning process, the researcher was assisted by four observers to observe all student learning activities according to the specified activity category and observations were made for three meetings. Observers when observing student learning activities, position themselves in an easy place to observe all student learning activities. In addition, to make it easier for the observer to observe all student learning activities, each student in the group is given a code in the form of a number sequentially with the intention that there will be no observation errors and loss of focus even though students change their sitting position.

The principle of learning activities is that during the learning process, the teacher only stimulates the activity of students by presenting learning materials, while those who process, and digest are the students themselves according to their respective wishes, abilities, talents, and backgrounds (Dimyati, 2006). Based on the facts that existed at the time of the study, it was found that students who took part in the learning process using project-based learning with Canva seemed more enthusiastic about learning and were active in participating in the learning delivered by the teacher and students were also active in front of the laptop using the Canva application.

Based on the results of observations and analysis of student activity observation sheets in learning activities using project-based learning with Canva, it showed that using project based learning with Canva could improve student learning activities.

4. Conclusion

There was an increase in student learning activities in class X MIPA 3, with the application of the project-based learning with Canva learning method. This is evidenced by the increase in each indicator of student learning activity at each meeting. This increase occurred due to the implementation of the project-based learning with Canva learning model in class X MIPA 3 which is in accordance with the stages of the PBL learning model. The success of this research was seen from the average achievement of the three meetings showing the active criteria, where the first meeting is 72.49 then at the second meeting 85.05% and at the third meeting 86.11%. This shows that student activity has increased with an average score of 81.22, so it can be concluded that using project-based learning with canva can increase the students learning activities in teaching learning process

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