The Effect the Canva Based Problem Based Learning Model on Student Motivation and Learning Outcomes in Science and Technology Subjects

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Abstract: Classroom learning that is only limited to listening, doing assignments, and only focusing on books and teachers causes the learning process to be passive. This results in low achievement of learning outcomes and lack of learning motivation in students. The purpose of this study is to explore the impact of using a canva-based problem-based learning model on the motivation and learning outcomes of grade V students in IPAS subjects at SDN Tugurejo 01. This study adopted a quantitative approach with a quasi-experimental method using a nonequivalent control group research design. Data collection was done through observation, tests, questionnaires, and documentation. The results showed a significant difference in learning outcomes and student motivation between the use of a canva-based problem-based learning model and conventional teacher-centered learning. Hypothesis testing using independent T-test shows the significance value of learning outcomes is 0.004, which means <0.05, so H0 is rejected and H1 is accepted. Similarly, in learning motivation, the Sig (2-tailed) value is 0.031, which means <0.05, meaning H0 is rejected and H1 is accepted. From the results of this study, it can be concluded that the canva-based problem-based learning model has a positive influence on student motivation and learning outcomes in class V IPAS subjects at SDN Tugurejo 01.

Keywords: Learning motivation; Learning outcomes; Problem based learning

Introduction

Learning is the effort of teachers and students to help their students learn easily. Learning has many objectives that must be achieved. It consists of various components that interact and depend on each other. Therefore, if one of the components is damaged, the learning process will face many challenges that will hinder the achievement of learning goals and outcomes. Learning that is only teacher-oriented, where the teacher plays an active role in learning, so that student communication becomes passive and they lose interest and motivation to participate in learning (Irawan, 2022).

There are several factors that influence learning, these factors are internal factors and external factors.

Internal factors include physical, psychological and fatigue factors. Learning motivation is one of these psychological components. However, teachers, learning models, media and the learning environment are external influences. Good processes and motivation are also needed to learn well. Teachers must know the factors that influence students' learning motivation. Students who pay less attention in the learning process may be due to the teacher still using a lecture learning model that does not foster student interest in following the subject matter presented. It takes a very creative teacher to create interesting learning experiences so that students are more interested and active in the learning process. To ensure optimal learning outcomes, it is

important to design and build a classroom atmosphere with the right learning model.

It is not only the teacher's job to improve the learning model, but the use of appropriate learning media will make students more interested and motivated to learn at school. Learning media plays a role in helping students to focus more on the material presented by the teacher. One of the interactive learning media used by researchers in this study is Canva Power Point media. Students will be motivated to study harder with an interesting learning model and supporting media (Putri & Hamimah, 2023). Therefore, innovation is needed in the learning process, one of which is by adopting a canva-based problem-based learning model to increase student motivation and learning outcomes. This learning model emphasises problem solving that encourages students to develop their own understanding. This is in line with the opinion of Harapit (2018) Problem Based Learning is a learning model where students are faced with a problem so that students can foster higher reasoning and critical thinking skills.

In the world of education, Canva is useful in creating interesting and creative learning materials, increasing learner involvement and creativity, increasing time efficiency, collaboration and sharing, and creating graphs and diagrams (Ferdiansa et al., 2023).

Based on the results of observations and interviews at SDN Tugurejo 01, it can be concluded that there are problems in learning IPAS which lie in the lack of learning motivation and learning outcomes of students, especially in class V students. When learning takes place, teachers more often use conventional learning models. Conventional learning causes learning that is not conducive, where students look lazy or chat in class, do not concentrate on the teacher's explanation, lack of curiosity, and do not dare to participate or are passive in class.

One of the efforts that can be made by teachers is to apply the Problem Based Learning (PBL) learning model. With this approach, students have the opportunity to be more involved in the learning process and become more motivated. They can also develop a deeper understanding of the subject matter, which will ultimately improve their learning outcomes. This is supported by previous research conducted by Agus et al. (2022) entitled 'Application of Problem Based Learning Model (PBL) to Improve Student Learning Outcomes in Elementary School Social Studies Lessons' showed that there was an increase in learning outcomes and student creativity by using PBL.

Method

The type of research used in this study is the quasi-experimental method. The approach in this study uses a quantitative approach. This research design uses a nonequivalent control group design. In this design, research subjects are not randomly assigned to experimental and control groups. Basically, the steps taken in this design are the same as designing a pretest-postest experimental control group design (Sugiyono, 2013).

The data collection techniques used in this study were observation, tests, questionnaires and documentation. The IPAS learning outcomes test consists of 20 items to measure students' cognitive abilities. 27 statements for questionnaires/surveys of student learning motivation. While the instrument validation technique uses validity test and reliability test. Data analysis techniques researchers use data normality test, data homogeneity test and hypothesis testing.
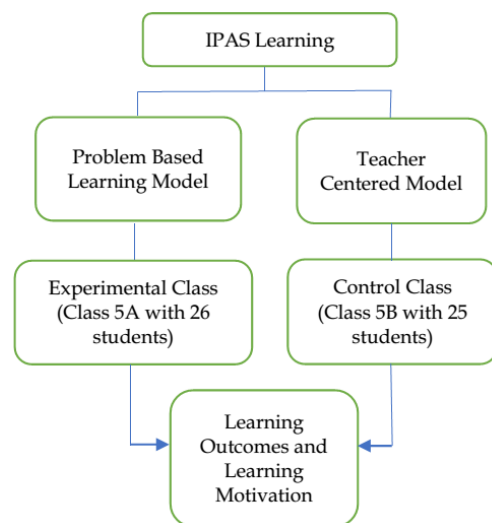

Figure 1. Research flowchart

Result and Discussion

Based on the results of the validity test using SPSS 26 software on the questionnaire, there are 27 statements that are declared valid and 3 invalid statements. A statement is considered valid if its significance value (sig.) ≤ 0.05, while if the sig value. > 0.05, the statement is considered invalid.

Table 1. Questionnaire Validity Test Result

Statement	Sig Value	Description
1	0.001	Valid
2	0.061	Invalid
3	0.076	Invalid
4	0.003	Valid

Statement	Sig Value	Description
5	0.003	Valid
6	0.014	Valid
7	0.048	Valid
8	0.012	Valid
9	0.007	Valid
10	0.003	Valid
11	0.003	Valid
12	0.047	Valid
13	0.033	Valid
14	0.003	Valid
15	0.008	Valid
16	0.150	Invalid
17	0.001	Valid
18	0.012	Valid
19	0.002	Valid
20	0.019	Valid
21	0.006	Valid
22	0.003	Valid
23	0.001	Valid
24	0.004	Valid
25	0.010	Valid
26	0.003	Valid
27	0.012	Valid
28	0.004	Valid
29	0.009	Valid
30	0.002	Valid

Table 2. Questionnaire Reliability Test Result

Cronbach's Alpha	N of Item
.897	2

Based on the predetermined criteria, a questionnaire is considered reliable if the Cronbach's alpha value is >0.60. In this case, the questionnaire can be considered reliable because the Cronbach's alpha value reaches 0.897, exceeding the predetermined threshold. Therefore, it can be concluded that the questionnaire can be relied upon to measure the desired variables well.

Normality Test

The analysis requirement test has been carried out using the normality test, specifically the Shapiro-Wilk test, to determine whether the data is normally distributed or not. If the significance value (Sig.) of the Shapiro-Wilk test is >0.05, then the data is considered normally distributed and can continue the analysis using the Independent T-Test. However, if the Sig. <0.05, then the data is considered not normally distributed and the analysis can continue using the Mann-Whitney test.

In this study, since the number of samples was less than 30, the Shapiro-Wilk test was used to test the normality of the data. If the Sig. value of the Shapiro-Wilk test is >0.05, then the Independent T-Test can be used. Conversely, if the Sig. <0.05, the Mann-Whitney test will be used for data analysis.

Table 3. Posttest and Pretest Normality Test

	Tests of Normality						
		Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experiment	.198	26	.010	.926	26	.063
	Control	.144	25	.191	.974	25	.742
Posttest	Experiment	.165	26	.066	.924	26	.056
	Control	.208	25	.007	.925	25	.066

Table 4. Normality Test of Questionnaire

	Tests of Normality						
		Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Question-naire	Experiment	.122	26	.200*	.963	26	.448
	Control	.129	25	.200*	.971	25	.677

Based on the information in the table above, the significance value (Sig.) of each variable is> 0.05. Because all Sig. >0.05, it can be concluded that the data tends to be normally distributed. Thus, to test the significance of the hypothesis between two unpaired samples, namely between the experimental group and the control group, an independent t-test was conducted. This is because the assumption of normality is met, and the independent t-test can be used to compare the means between the two groups.

Homogeneity Test

In this study, the homogeneity test was conducted using Levene's test of variance. The decision is based on the significance value. If the Sig. <0.05, then the two groups have different variants. Conversely, if the Sig. >0.05, then the two groups have the same variance. The following are the results of the homogeneity test listed in the table below.

Table 5. Homogeneity Test Results

Variable	Sig.	Decision
Pretest	0.197	Homogen
Posttest	0.323	Homogen
Survey	0.299	Homogen

Based on the Homogeneity test results in the table above, it is known that the Sig. value on each variable is> 0.05. Thus it can be decided that the data is homogeneous.

Hypothesis Test

Based on the normality test and homogeneity test, the data obtained is declared normally distributed and

homogeneous, then further hypothesis testing is carried out using the Independent T-Test test or t-test to prove the previously formulated hypothesis.

Based on the table, it is obtained that at the pretest stage, the mean value for the experimental group of 58.653 is lower than the control value of 59. In addition,

the p-value obtained is 0.903. Because the p-value > 0.05, H0 is accepted and H1 is rejected. Thus, it can be concluded that at the pretest stage, there is no significant average difference between the experimental group and the control group.

Table 6. Hypothesis Test of Learning Outcomes

		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Pretest	Equal variances assumed	.903	-.34615	2.82327	-6.01973
	Equal variances not assumed	.903	-.34615	2.83600	-6.05536
Posttest	Equal variances assumed	.004	5.37692	1.76267	1.83471
	Equal variances not assumed	.004	5.37692	1.76897	1.81778

Independent Samples Test — t-test for Equality of Means

Table 7. Hypothesis Test of Questionnaire

		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Questionnaire	Equal variances assumed	.031	6.318	2.845	.602
	Equal variances not assumed	.032	6.318	2.858	.564

Independent Samples Test — t-test for Equality of Means

Based on the results of the study, it shows that the learning outcomes of students in IPAS subjects using the problem-based learning model are higher than the learning outcomes using the teacher-centred method. The difference obtained between the control and experimental classes was due to the development of a canva-based problem-based learning model in the experimental class.

According to Murdani et al. (2022) explains that the effect of the problem-based learning model is because the problem-based learning model emphasises student activity in providing ideas for solving problems and presenting problems as a starting point for acquiring new knowledge. The problem-based learning model can improve critical thinking skills, foster student initiative in work, motivate internally to learn, develop interpersonal relationships in group work and help students develop new knowledge in learning.

In addition to improving learning outcomes, the problem-based learning model can increase students' learning motivation. The increase in learning motivation is influenced by the effectiveness of the PBL learning model where students are invited to think creatively in solving problems. Learners are more motivated to learn because the teacher gives them the freedom to share it. Learners find it easier to find solutions to problems given by the teacher because the problems are close to everyday life.

During the learning process, the obstacle faced was that some learners still felt bored. In order for this not to happen, ice breaking is one way to overcome boredom in students. In addition, the delivery of material must be interesting, one of which is using interactive media canva. This really helps students to focus on learning and the material presented. This is evidenced by the average learning outcomes in the experimental class being greater than the control class. The learning outcomes in the experimental class were 80.576 while control class was 75.200.

The questionnaire results showed that there was a significant increase in learning motivation in both class groups, whether using the Canva-based problem-based learning model or the teacher-centred learning model. The average score of learning motivation in the experimental class was 129.04, while in the control class it was 122.72. This difference shows that the Canva-based problem-based learning model has a more positive impact on learning motivation than the teacher-centred learning model.

Learning with Canva-based problem-based learning model can improve students' learning outcomes and motivation. Because the canva-based problem-based learning model can stimulate students' curiosity when given a problem, group work, create work and present it. With these activities learners can improve their ability to think critically and have the opportunity to use their knowledge in the real world.

Learners are interested in learning activities using the canva-based problem-based learning model with interactive power points and are interested in solving problems with their groups. When given the opportunity to present, each group representative scrambled to present the results of their group work in front of the class.

In the control class, the teacher-centred method was used with lectures, questions and answers and assignments. Learners were asked to listen to the teacher's explanation and record the material that had been delivered, then ask questions but only a few students answered. When given assignments, some learners seemed busy with their friends and played alone.

Motivating oneself to learn is a non-intellectual psychological issue. Its unique contribution to the subject is developing enthusiasm, happiness and desire to learn. Students who have a great desire to learn are able to devote a lot of time and energy to learning. Even if a student has a high level of intelligence, he or she may not succeed due to lack of motivation. If students are sufficiently motivated, they will achieve the best results from their education (Syaparuddin et al., 2018).

In essence, learning motivation is the impetus for learning. Especially motivation that arises from students, if the motivation to learn is high, students will also properly follow every learning process that takes place. Learning motivation is a mental force that encourages learning. Motivation in the learning process is needed by students to support them in acting in order to achieve the learning goals they want to achieve (Sriwahyuni et al., 2020).

Research conducted by Nurjanah (2020) shows that the application of the Problem Based Learning learning model has a significant effect on the motivation to learn Integrated Social Studies on the material of economic activities. This is in accordance with the expectations of the PBL learning model implementation process where students do not just listen, record and then memorise the material provided by the teacher, but with the application of the PBL learning model, students are more active in the learning process.

From the explanation above, it is found that there is a significant effect of using a canva-based problem-based learning model on the motivation and learning outcomes of grade V students at SDN Tugurejo 01. The use of a canva-based problem-based learning model can improve student learning outcomes and motivation in IPAS subjects compared to the use of a teacher-centred learning model. The application of this model provides flexibility for students in implementing their experiences to solve problems so that they can affect learning outcomes (Boscia in Ariyani & Kristin, 2021). By using a variety of more varied learning models such as

the canva-based problem-based learning model, students are motivated to achieve the desired learning goals. The higher the motivation of students to learn, the better the learning outcomes.

Research conducted by Ramlawati et al. (2017) which tested the PBL learning model showed that student motivation can increase by applying problem-based learning. Arief et al. (2016) added that during PBL learning activities students are challenged to solve problems independently so that it can affect student learning motivation.

Learning in experimental classes with a canva-based problem-based learning model is more fun because of group work, investigation or research, making work, and presentation. In addition, the delivery of interesting material also affects learning. Whereas in the control class with a teacher-centred learning model, students play less of a role during learning and the teacher plays more of a role. The existence of different treatments between experimental and control classes causes different learning outcomes and motivation of students in IPAS subjects.

Conclusion

Based on the results of the research that has been conducted, it shows that the use of Canva-based problem-based learning models has a significant positive impact, improving learning outcomes and student motivation. This learning model is proven to be more effective than the conventional or teacher-centred approach, so several important implications can be drawn. Firstly, teachers can optimally utilise the problem-based learning model in their learning process. This includes using tools such as Canva to support more interactive and engaging teaching for students. Secondly, it is important for teachers to not only see problem-based learning model as an alternative, but as the main approach in teaching. By doing so, they can continuously improve students' learning outcomes and motivation.

Author Contributions
Mutiara Prihatiningtyas contributed to conducting research, analyzing data, and writing the article. Tri Astuti served as the advisor in the research and writing activities.

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Conflicts of Interest

The author declares no conflict of interest.

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