

The Implementation of the Problem Based Learning (PBL) Learning Model Assisted by Canva Media in the Pancasila Education Subject on the Learning Outcomes of Grade IV Students

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ABSTRACT

Education is very important to improve the quality and integrity of a person. This study aims to examine the completeness of student learning outcomes in the subject of Pancasila education after the implementation of the problem-based learning (PBL) learning model assisted by Canva media in grade IV of SD Negeri 59 Lubuklinggau. This study uses a quantitative method with a one-group pretest-posttest design. The population in this study was all grade IV of SD Negeri 59 Lubuklinggau. The research sample consisted of 23 students of grade IV.B selected using a random sampling method. Data collection techniques include observation, interviews, documentation, and tests. The test was conducted using an instrument in the form of multiple choices with a total of 13 questions. Data analysis techniques used were finding the average, standard deviation and hypothesis testing. The results showed an increase in the average value of students from 59.26 (pretest) to 80.04 (posttest). Hypothesis testing using the t-test produced a t-count of 5.122 greater than the t-table of 1.717, which means the hypothesis is accepted. Thus, the implementation of the PBL model assisted by Canva media has been proven to significantly improve learning outcomes and foster active student participation in learning.

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1. INTRODUCTION

Education in a specific and general sense is a human effort to cultivate and develop talents and potentials possessed since birth, both physically and spiritually, in accordance with the values that exist in social and cultural life. According to Pristiwanti et al., (2022) education is a conscious and

planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state (Law No. 20 of 2003). In line with the opinion of Sumarni (2023) that education is an effort to improve and develop human personality both physically and spiritually.

Education is crucial for improving a person's quality and integrity. It is also a consciously planned and implemented effort to achieve teaching and learning activities and a learning environment that allows students to actively develop their potential. This aims to ensure that students possess spiritual and religious strength, intelligence, noble morals, personality, self-control, and the skills needed by themselves, their country, and their nation.

Students are encouraged to play an active role in social, national, and state life, and to develop moral values and attitudes to become better Indonesian citizens. This is the fundamental goal of Pancasila education, due to its significant influence on the development of Indonesian society, and Pancasila education plays a crucial role in the Merdeka curriculum (Cahyaningsih, 2023).

Pancasila education is a subject commonly taught from elementary school (SD) to university, as it is a crucial and essential subject for all students in Indonesia. Pancasila education is expected to uphold the values of Pancasila as the foundation of the Indonesian state. This aligns with Santosa's (2022) opinion, explaining that Pancasila education is a subject that focuses on developing citizenship skills that understand and exercise the rights and obligations to become intelligent, skilled, and character-based citizens, as mandated by Pancasila and the 1945 Constitution.

However, the implementation of Pancasila education in the classroom is often difficult for students to understand because it is abstract, theoretical, and complex. If not presented with interesting learning models and media, the ideas discussed in the Pancasila education class will feel very boring. The use of learning media that is not appropriate for the Pancasila education subject causes a decrease in student engagement during the learning process which in turn hinders learning outcomes (Cahyaningsih, 2023). This is also in line with the opinion of Lisforti (2025) who said that in Pancasila education learning, the teaching and learning process is still lacking in involving students, the methods used by teachers are still memorizing material, teachers have not used interesting models and learning media, students are more silent and chat with their friends so they do not understand the concepts of the material being taught.

In line with the results of interviews conducted at SD Negeri 59 Lubuklinggau, in the process of learning Pancasila education, many students are still less focused on learning so they pay less attention to teacher explanations and are not enthusiastic when the learning process is taking place. This incident occurred because teachers only apply lecture and discussion methods. Teachers have not applied models and have not applied learning media, especially in the subject of Pancasila education, making students bored. Then this has an impact on student learning outcomes that have not reached the criteria for achieving learning objectives (KKTP) determined by SD Negeri 59 Lubuklinggau, which is 70, especially in the subject of Pancasila education. From the results of the mid-term exam for grade IV.B students, there were 13 (56.52%) of 23 students who completed the KKTP, and students who did not complete 10 (43.48%) students have not reached the KKTP. This is also in line with the results of observations conducted at SD Negeri 59 Lubuklinggau that teachers have not used interesting models and media and the classroom climate is less than good.

To address the problems identified in this study, a learning strategy in the form of learning models and media was used. This is also supported by observational findings that can assist in the implementation of the learning media and models. One such learning model and media is the problem-based learning (PBL) model and Canva media. The PBL model involves students in solving problems through scientific method steps, enabling students to develop problem-solving skills and acquire knowledge related to the problem (Cornelia, 2024). Canva media, on the other hand, facilitates student understanding and captures their attention due to its attractive appearance, featuring text, video, audio, animation, images, graphics, and other elements (Putri, 2024). Using the PBL model with

Canva media in Pancasila education subjects can transform the classroom climate, leading to greater enthusiasm and student enthusiasm during the learning process (Nurrahmah, 2024).

This aligns with Ferdiansa (2023), who stated that the use of models and media can increase student motivation and enthusiasm in the learning process. The use of PBL models assisted by Canva can be a solution to the problem of student inactivity. PBL models, assisted by Canva, can foster student enthusiasm for learning, which can influence learning outcomes. Students become more active and united in group work during the learning process.

This study aims to determine the completeness of the learning outcomes of fourth-grade students in Pancasila education after the application of the problem-based learning (PBL) model assisted by Canva media in Pancasila education learning for fourth-grade students at SD Negeri 59 Lubuklinggau. The expected benefits of this study are to provide information regarding the application of models and media in order to provide knowledge and guidelines on the application of the PBL model and Canva media, especially at the SD level. This study is also a form of contribution to the elementary school teacher education study program in implementing learning models and learning media.

2. METHODS

This type of research is quantitative, using a pre-experimental design method. A pre-experimental design involves only one group or class, given treatment before and after. The design used is a one-group pretest (O1) and posttest (O2) design, which is conducted on one group without a control or comparison group (Sugiyono, 2014).

Table 1. One-Group Pretest-posttest Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O1	X	O2

(Dantes, 2017)

Information.

O1: Pre-test (before treatment is given)

X : Treatment

O2 : Post-test (after being given treatment)

The location of this research was conducted at SD Negeri 59 Lubuklinggau City. With the address Jl. Amula Rahayu, Tanah Periuk Village, Lubuklinggau Selatan II District, Lubuklinggau City, South Sumatra Province. The time of this research was conducted in the odd semester of the 2025/2026 academic year. The population used in this study were all fourth grade students of SDN 59 Lubuklinggau in the 2025/2026 academic year. Sampling in this study was by using a simple random sampling technique, namely by taking samples taken randomly using a lottery method for all classes by writing one letter representing each class on small pieces of paper and the results obtained for the sample in this study were class IV B at SD Negeri 59 Lubuklinggau, totaling 23 students. Data collection in this study used interviews, observations, tests, and documentation. Data analysis techniques in the study used in interviews and student test results were through finding the average value and standard deviation, data normality tests, and hypothesis tests.

3. FINDINGS AND DISCUSSION

Researchers conducted interviews and observations with the homeroom teacher of class IV.B at SD Negeri 59 Lubuklinggau and stated that many students are less focused on learning so they pay less attention to the teacher's explanation and are not enthusiastic when the learning process is taking place, which has an impact on students' learning outcomes in the Pancasila education subject which has not yet been achieved. The criteria for achieving learning objectives (KKTP) determined by SD Negeri 59 Lubuklinggau is 70. This can be seen from the results of students' daily tests on the subject

of Pancasila education with a total of 23 students, namely 13 (56.52%) of the 23 students who have completed the KKTP, and students who have not completed 10 (43.48%) students have not achieved the KKTP. Thus, it can be concluded that student learning outcomes are still less than optimal.

Before conducting the initial research to the class that will be the research sample, namely class IV.B, the researcher previously conducted an instrument test that was tested in the upper class of the sample, namely class V of SD Negeri 59 Lubuklinggau. This instrument test was carried out to obtain a valid measuring tool. The researcher conducted an instrument test with a total of 20 multiple choice questions that will be given to the class V students. Based on the results of the analysis, 13 valid questions and 7 invalid questions were obtained with very high reliability with an average of 0.81 and the discriminating power included very bad, bad, enough, good, very good, also for the level of difficulty of the questions there were too easy, easy, medium, difficult, and too difficult.

At the beginning of the meeting, the researcher conducted a pretest aimed at determining students' abilities in learning Pancasila education with Pancasila material. The highest score for students reached 77 and the lowest score for students was 31 with an average of 59.26 and a standard deviation of 13.67. It can be seen from the results of the pretest data analysis that there were only 5 students who scored more than 70, the analysis can be observed through the recapitulation of the pretest results based on calculations in (attachment, page -) and it can be concluded that the learning outcomes of fourth-grade students of SD Negeri 59 Lubuklinggau in the Pancasila education subject are included in the incomplete category. So after knowing the incomplete pretest results, the researcher continued by implementing the PBL model assisted by Canva media which was carried out for three meetings. The PBL model assisted by Canva was able to complete student learning outcomes and change the classroom atmosphere to be more active and make students more enthusiastic. This is also in line with Ferdiansa (2023) who said that the use of the PBL model assisted by Canva can foster students' enthusiasm in learning so that it can influence learning outcomes.

In the first meeting, the researcher applied the PBL model assisted by Canva media in the Pancasila education subject. In this learning process, students learned about the meaning of Pancasila. Before the lesson began, the researcher briefly explained the Pancasila material. After that, the researcher divided the students into four groups and the students sat based on the groups that had been divided by the researcher. After that, the researcher showed an animated video and asked the students to watch the animated video. After the students watched the animated video, the researcher distributed student worksheets (LKPD) which would be filled in by discussing with the groups that had been distributed. After students filled in the LKPD, students were asked to continue presenting the results of the discussion with other groups. The steps used by the researcher are in line with the opinion of Firmansyah (2022) who said that forming groups can increase student enthusiasm.

In this first meeting, the researcher observed that students were still unable to adjust to the learning activities. Another obstacle was that some students were still unfocused and playing around during the learning process, as well as less active in participating in discussions. However, the researcher anticipated this by providing guidance and understanding to students so they could be more active and orderly in the learning process. In this first meeting, students still needed guidance and direction during the discussion process.

In the second meeting, the PBL model, assisted by Canva media, was still used with the same learning steps as the previous meeting. This meeting showed that two groups had begun to understand and were able to discuss well, but there were still students who were not disciplined and were still playing around, so the discussion process did not run smoothly. To overcome this, the researcher invited students to do ice breaking so that students focused themselves on the learning process. Therefore, the researcher continued in the third meeting, the researcher still used the PBL model assisted by Canva media with the same learning steps as the first and second meetings of the learning.

In the third meeting, the discussion process improved; three groups began to understand how to answer the researcher's assignments and behaved in an orderly manner during the discussion. This

improved the classroom climate and encouraged students to be more active in the learning process. The researchers then conducted a posttest to assess students' abilities after implementing the PBL model with the aid of Canva media in Pancasila education.

The results of the analysis of student scores experienced a significant increase, namely the highest score was 92 and the lowest score was 54 with an average of 80.4 and a standard deviation of 9.42. Thus, it can be seen from the results of the posttest data analysis that during the learning process using the PBL model assisted by Canva media, it is known that student learning outcomes have experienced a significant increase. This can be seen from the results of the evaluation by providing posttest questions totaling thirteen multiple choice questions, the average score for the pretest was 59.26 and the average score for the posttest was 80.04 with an average increase of 20.78. In the posttest data, it was found that there were 20 students who completed KKTP 70 and 3 students experienced an increase in scores from a total of 23 students in class IV.B of SD Negeri 59 Lubuklinggau.

Based on the analysis of posttest data using the one-sample t-test formula in the Pancasila education subject, the calculated $t = 5.122$ was greater than the t table $= 1.717$. This proves that the application of the PBL model assisted by Canva media in the Pancasila education subject can improve student learning outcomes. Thus, the research hypothesis proposed in this study can be accepted as true.

This is in line with Lubis (2024) who found that after implementing the Canva-assisted PBL model, it can significantly increase student activity, interest, enthusiasm, and learning outcomes, as indicated by the completion of student learning outcomes. This is also stated by Ferdiansa (2023) who stated that the use of the Canva-assisted PBL model can foster student enthusiasm in learning, thereby influencing learning outcomes. Students become more active and united in group work during the learning process. Therefore, it can be concluded that the use of the Canva-assisted PBL model can increase student interest, enthusiasm, and learning outcomes. The results of data analysis showed a significant increase in learning outcomes in student pretest and posttest scores. A similar opinion was also expressed by Firmasyah (2022) who stated that the application of the Canva-assisted PBL model can increase student creativity and increase student enthusiasm. This is evidenced by changes in the learning atmosphere and student completion scores. Therefore, it can be concluded that the implementation of the PBL model assisted by Canva media has a significant positive impact on the completion of student learning outcomes and most of the students can achieve the desired competencies.

4. CONCLUSION

Researchers can present the results of research and discussion based on the analysis of the discussion data that has been presented in this thesis, then researchers can conclude that the learning outcomes of Pancasila education in grade IV of SD Negeri 59 Lubuklinggau after the application of the problem based learning (PBL) model assisted by Canva media are significantly complete. In testing the hypothesis using the t-test, it was obtained t count $(5.122) > t$ table (1.717) with a significance level $= 0.05$. The average value of the learning outcomes of Pancasila education after the application of the PBL model assisted by Canva media was 80.04. Thus, the hypothesis proposed in this study was accepted. It can be concluded that the application of the PBL model assisted by Canva media has a significant influence on the completeness of the learning outcomes of Pancasila education subjects for grade IV students of SD Negeri 59 Lubuklinggau, so it can be said that the application of the PBL learning model assisted by Canva media can be used in learning Pancasila education.

In connection with the research results that have been achieved in this research conducted at SD Negeri 59 Lubuklinggau, the researcher provides suggestions for researchers who want to use the PBL model assisted by Canva media so that they can carry out follow-up and pay more attention to the process and results.

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