



The Effect of Project-Based Learning by Utilizing the Canva Application to Increase the Interest in Learning History of Class X Students of Public Vocational High School 1 Seputih Agung

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ABSTRACT

A psychological state known as interest in learning motivates someone to carry out learning activities. History subjects are considered boring so it is necessary to use a learning model that can attract students' interest and learning to history lessons. This study's goal was to clarify how project-based learning is used by utilizing the Canva application to increase student interest in learning history subjects. Experimental research is the approach used in this study. Class X students at public vocational high school 1 Seputih Agung, including 38 students altogether, are separated into two groups: the experimental class and the control class. There are two variables studied in the study, namely: (1) Project Based Learning by Utilizing Canva Application (2) Learning Interest. Data collection techniques provide questionnaires and tests to research samples and then process data through SPSS version 26.00 statistics. The average value between the pre-test results for the experimental class and the control class. before receiving treatment was 61.26 and 60.95, respectively, according to the study's findings. For the experimental class's average post-test results, the results were 72.11 and 64.11, respectively. Thus Project Based Learning by utilizing Canva has an effect on increasing interest in learning.

INTRODUCTION

Education is a process that aims to influence students to be able to adapt themselves to the environment properly and aims to get closer to community life. To achieve these goals, the role of several parties is needed, to advance education, both from the family, society, parents and of course the students themselves.

History education in the context of the formal education curriculum has a very large and important role in the process of developing Indonesian citizens. The learning process organized formally at school is aimed at directing students in a planned manner both psychomotor, affective, and cognitive aspects. This is in accordance with the function of history education according to the content standards of BSNP (National Education Standards Agency) in 2007, which is a subject that examines the problems Regarding the evolution of society from historical times to the present, both in Indonesia and in the scope of outside n, as well as history education in SMK emphasizes a Critical-Logical perspective with a Historical-sociological approach. (BSNP, 2007).

Learning history, establishing interaction between history teachers and students is needed. If history teachers are not able to establish good interactions with students, it will have an impact on history subjects. Here there is a lack of student interest in history subjects. Furthermore, teachers must be able to manage the class well, in order to create a conducive class. If the teacher is not able to create a conducive class, then students feel uncomfortable during learning. In addition, students' lack of interest in history subjects can also be caused by inadequate facilities and infrastructure. These inadequate facilities and infrastructure make students less interested in learning history. So that the right learning method is needed in learning history.

One of the crucial learning models is components that determine the achievement or failure of teaching objectives. Therefore, there is no single teaching and learning activity that does not use a teaching model. In using learning models, teachers must adjust the conditions and atmosphere of the class, the number of students also affects the method. Learning activity is a condition that is deliberately created. It is the teacher who creates it in order to learn students. Teachers are not only required to make the learning atmosphere comfortable and interesting, but also must be able to create learning models that are in accordance with the circumstances of students (Baharuddin and Esa Nur 2010: 5).

Considering the outcomes of preliminary observations made by researchers at the State Vocational High School 1 Seputih Agung, there are still some students who do not focus and heed the teachings that the instructor is imparting, the desire of students to take part in history lessons looks less fun, many students also look lazy when taking history lessons so that it appears that students' interest in learning history lessons is still very low.

The internal factor that affects learning interest is the learning model. Some of the symptoms that have been described above, namely the low attention and activity of students, show that the learning interest of class X students is still low. Slameto (2003: 57) states, "Students' interest in a subject matter has a big impact on their learning outcomes because it will determine how well they learn if it is

not something they are interested in." If education is not supported, by interest, Students won't feel satisfied and will be lethargic in participating in learning ".

As a result, students who are less interested and interested in history lessons have an impact on student achievement and academic results in history lessons at the State Vocational High School 1 Seputih Agung. On this basis, the author considers it necessary to conduct learning by using project-based learning by utilizing the canva application to find out whether it will increase student interest and learning outcomes during history learning. By utilizing the canva application and providing a varied learning process, It is intended to spark pupils' curiosity about history more.

Based on the above background, the researcher is interested in examining this in more depth and thoroughly. In this study, researchers will divide the research sample into two groups or 2 classes, namely the experimental class using project-based learning and the control class using the lecture method, thus it can be seen whether interest and learning outcomes have increased with learning actions. Thus, the researcher will conduct a study with the title "The Effect of Project Based Learning by Utilizing Canva Application to Increase the Interest in Learning History of Class X Students of State Vocational High School 1 Seputih Agung".

METHODOLOGY

This study uses the canva application in class X of State Vocational High School 1 Seputih Agung to investigate the increase in interest and learning outcomes using project based learning. This study employed an experimental design. According to Arikunto (2010, p. 207), experimental research aims to ascertain if the topic of the inquiry is affected by anything that is forced onto it. Stated differently, the goal of experimental research is to determine if a cause-and-effect link exists. One or more experimental groups that get therapy are compared with one or more comparison groups that do not receive treatment as part of the methodology.

Any experimental investigation aims to produce estimates of the information that can be gathered from real experiments when control and/or manipulation of all relevant factors is not possible. The Two Group Pre Test - Post Test Design is the experimental strategy that the researchers are using.

One dependent variable and two independent variables are used in this study, where this study is to find the independent variable of Project Based Learning (X), on learning interest (Y). The population in this study were all class X students of State Vocational High School 1 Seputih Agung, Central Lampung Regency in the odd semester of the 2023/2024 academic year, totaling 180 students. Based on the above opinion, the researcher considers the number of samples to be taken by researchers is 20% of the population. The population was 180 so the researchers took a sample of 20% of 180 students, namely 38 students. The 38 students who became the research sample will be divided into 2 class groups, specifically, the control class and the experimental class, where 38 students are divided into 2 groups randomly.

RESEARCH RESULT AND DISCUSSION

Based on statistical analysis, *pre-test* and *post-test results* reveal the maximum value achieved by the experimental class. The following table describes the results of the *pre-test* and *post-test* interest in learning with *project-based learning* by utilizing the *Canva application* in experimental classes and conventional methods in class control

A. Description of Pre-Test Data Class Experiment Learning Interest

From the initial ability test data in the experimental class which was treated using *project-based learning* by utilizing the *Canva application* to measure interest in learning history, the highest score was 80 and the lowest value was 50 with many classes 5 and the interval length of 4.8 so that it was rounded to 5. So that a frequency distribution table can be made as follows:

Table 1. Experimental class pre-test frequency distribution

NO	INTERVAL CLASS	FREQUENCY	RELATIVE FREQUENCY
1	50-55	3	16,01 %
2	56-60	7	36,9 %
3	61-65	5	26,4 %
4	66-70	1	5,3 %
5	71-75	3	15,8 %
Sum		19	100 %
Average		61,26	
Standard Deviation		6,975	

Source : Data Processing Pre=Test 2023 Results

It is apparent from the preceding chart that students in the experimental class have an interest in learning with a medium category which can be seen from the number of students who are in the medium category, namely 15 students or 78.9% while students who have a high interest in learning are 4 students or 21.1%. Thus, there are not half of the students who get high scores. This is in accordance with the opinion of Syaiful Djamarah (2016: 128) which states that "if the learning material taught is less than 65% mastered by students, the percentage of student success in these subjects is relatively low"

Description of Pre-Test Data Control Class

From the initial ability test data in the control class without treatment and only using conventional methods to measure interest in learning history, the highest score was obtained 70 and the lowest value 52 with many grade 5 and

interval length 3.6 and rounded to 4 so that a frequency distribution table can be made as follows:

Table 2. Control class pre-test frequency distribution

NO	INTERVAL CLASS	FREQUENCY	RELATIVE FREQUENCY
1	50-53	1	5,3 %
2	54-57	2	10,6%
3	58-61	9	47,4 %
4	62-65	4	21,0 %
5	66-70	3	15,8 %
Sum		19	100 %
Average		60,95	
Standard Deviation		4,916	

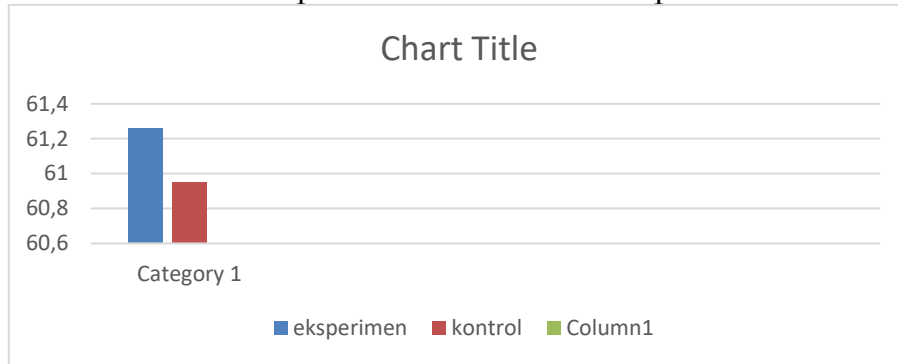
Source : Data Processing Pre-Test Results 2023

Based on the table above, it is known that students in the control class have an interest in learning with a medium category which can be seen from the number of students who are in the medium category, namely 15 students or 78.9% while students who have a high interest in learning amounted to 3 students or 21.05%. Thus, there are not half of the students who get high scores. This is in accordance with the opinion of Syaiful Djamarah (2016: 128) which states that "if the learning material taught is less than 65% mastered by students, the percentage of student success in these subjects is relatively low"

Comparison of *Pre-Test interests* both the Control Class and the Experimental Class

The results of the student's initial ability test (*Pre-Test*) showed that before being given treatment for the test group and making use of conventional methods for the control class. The average student score on the initial ability test, sometimes known as the pre-test, was 61.26 in the experimental class and 6.975 in the control class, with a standard deviation of 4.916. The data can be presented in the following figure:

Table 13. Pre-test capabilities between the experimental and control groups



Source : *Pre-Test Data* Processing Learning Interest

Based on the picture above, Evidently, there is no variation in the average of the initial ability test that is too striking, both in the experimental class and the control class, both classes are still included in the medium category.

Experimental Class *Post-Test* Data Description

From the final ability test data or *post-test* in experimental classes that have been treated using *project-based learning* by utilizing the Canva application to measure interest in learning history, the highest value is 88 and the lowest value is 58 with many interval classes 5, thus the length of the interval class is 6. It is known from these statistics that the frequency distribution is as follows:

Table 3. *Post-Test* frequency distribution of experimental classes Learning Interest

NO	INTERVAL CLASS	FREQUENCY	RELATIVE FREQUENCY
1	58-63	3	16,01 %
2	63-69	7	36,9 %
3	70-75	5	26,4 %
4	66-81	1	5,3 %
5	82-88	3	15,8 %
Sum		19	100 %
Average		61,26	
Standard Deviation		6,975	

Source : p Processed Pre=Test 2023 Results Data

Based on the table above, it is known that students in the experimental class have an interest in learning with a medium category which may be observed by looking at how many kids are in the medium category, namely 10 students or 62.63% while pupils that are very eager to study are 9 students or 47.39%. Thus

the post-test score can be said to have an increase in interest scores, as seen from students who have high scores increased from 4 students to 9 students.

B. Description of Post-Test Data Control class

From the initial ability test data in the control class that was without treatment and only used conventional methods to measure interest in learning history, the highest score was 85 and the lowest score was 60 with many grade 5 so that the length of the interval was 3.2 and rounded to 3

Based on the calculation above, it is known that the magnitude of the data range is 16, the number of interval classes is 5 and the length of the interval class is 3, so that a frequency distribution table can be made as follows:

Table 4. Control class post-test frequency distribution

NO	INTERVAL CLASS	FREQUENCY	RELATIVE FREQUENCY
1	58-60	8	42,1 %
2	61-63	2	10,5 %
3	64-66	4	21,1 %
4	67-69	1	5,3 %
5	70-74	4	21,1 %
Sum		19	100 %
Average		64,11	
Standard Deviation		5,415	

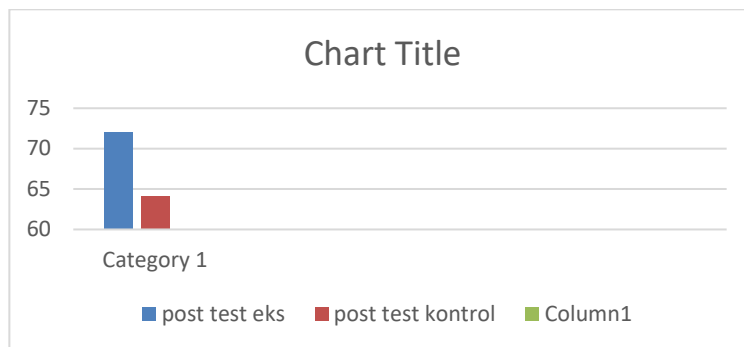
Source : Data Processing Pre-Test Results 2023

Based on the table above, it is known that students in the control class have an interest in learning with a medium category which can be seen from the number of students who are in the medium category, namely 15 students or 78.9% while students who have a high interest in learning are 4 students or 21.05%. Thus, there are not half of the students who get high scores. This is in accordance with the opinion of Syaiful Djamarah (2016: 128) which states that "if the learning material taught is less than 65% mastered by students, the percentage of student success in these subjects is relatively low"

Comparing the Experimental Class's and the Control Class's post-test interests

The final ability test (Post-Test) findings for the students demonstrated that following treatment for the experimental class and standard procedures for the control class. In the experimental class, students' average final ability test or pre-test score was 72.11 with a standard deviation of 7.831, whereas in the control class, the average score was 64.11 with a standard deviation of 5.415. The

information is displayed in the figure that follows: Table 13. Post-test ability of experimental class and control class:



Source : Pre-Test Data Processing Learning Interest

Based on the picture above, it can be seen that the average post-test experimental score is 72.11 and the average control class is 64.11, thus there is an average difference in the value of 12%, thus it can be said that the post-test results for student learning interest are higher in the experimental class with project-based learning by utilizing the Canva application compared to learning in the control class using conventional learning.

CONCLUSIONS

In a study conducted at the State Vocational High School 1 Seputih Agung by looking at the effect of Project Based Learning, it was found that the interest in learning history with project-based learning by utilizing the canva application had a higher value than the interest in learning by using conventional learning. This can be seen in the comparison of pre-test and post-test results in the experimental class and control class.

ADVANCED RESEARCH

In conducting this research, there are several limitations which are at the same time a shortcoming in this study, therefore, with the existence of several limitations, it is hoped that it can become a guideline in further research. The limitations in question are as follows:

1. This research is considered not optimal due to time constraints, so that researchers can realize the many shortcomings of the results obtained. Because time is a very important element in a study, because with the availability of good time, the data produced will certainly be more free.
2. Furthermore, the implementation of academic activities was disrupted due to several school activities that were taking place at that time, such as exams or tests because students' focus was divided between test preparation and daily learning. This can reduce the concentration and effectiveness of learning history subjects.
3. Time constraints in the field, considering that History lessons are taught once a week.

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