Implementation of Canva Assisted Problem-Based Learning Model for Education as an Effort to Increase Review Writing Skills

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Article Info	ABSTRACT
	This study aims to describe and explain the effect of the Canva-assisted problem-based learning model for education to improve the review writing skills of class XI A4 students of SMA N 3 Taruna Angkasa Madiun-East Java-Indonesia. The method used in this research is a class action research method which consists of 4 components, namely: (1) planning, (2) acting, (3) observing, and (4)) Reflection (Reflecting). Data collection techniques are carried out utilizing observation, testing, and documentation. While the data analysis technique used is qualitative and quantitative data analysis. Qualitative data analysis pays attention to data selection (data reduction), describes data, and concludes. Furthermore, quantitative data, namely in the form of numbers, which includes student test scores, percentages, and scores, was then analyzed descriptively. The results of this study are: 1) The Problem-Based Learning model assisted by Canva for Education is very effective in improving the ability to write reviews of class XI A4 students of SMA N 3 Taruna Angkasa Madiun. 2) The results of using the Canva-assisted Problem Based Learning learning model for Education show significant results. After taking action the percentage of completeness of students which initially was only 33.33% or only 10 students who completed during the pre-cycle, increased in cycle I with a percentage of 50% or as many as 15 students completed, and increased again in cycle II with a percentage of 83.16%. or as many as 24 students complete. This indicates a significant increase from previously only 10 students who completed it to 24 students who completed it.

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INTRODUCTION

Learning Indonesian has four skills that must be mastered by students, namely reading, writing, listening, and speaking. These four skills must be mastered to improve social communication skills when students are involved in society, the environment, and the world of work which cannot be denied in dire need of these skills. Likewise with writing, as important as the other 3 language skills writing plays a role in conveying ideas to inform, convince, and entertaining

(Nahdi & Yunitasari, 2020). In addition, by writing someone can communicate indirectly or not face to face (Astuti, 2016). These skills are of course very much needed by students later in an era that is all "virtual world" like today.

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A review is an article or review of a work or book. The review contains information about a book starting from the book title, publisher, book contents, and the strengths and weaknesses of the book which indicate whether the book is appropriate to read (Nurjanah, et al 2019). Reviews or review texts have a high level of difficulty. The reason is, a review is a text that results from an in-depth analysis of one thing by involving various considerations, thus presenting a fair and rational assessment of the text and the review text has a standard writing structure. The text contains responses, reviews, and analyses of books, literature, and literary works, both short stories, novels, films, plays, and others (Ibda, 2020). By writing reviews students can channel ideas, opinions, and enthusiasm for writing.

Based on observations made in class XI A4 SMA N 3 Taruna Angkasa Madiun, there are several problems in writing reviews. These problems are as follows: 1. Writing is a difficult activity for students, 2. Students lack interest and motivation in writing, 3. The grades of Indonesian language lessons in class XI A4 SMA N 3 Taruna Angkasa Madiun, especially writing reviews, have not reached KKM (Minimum Completeness Criteria) is 75, and 4. Teachers still use conventional methods, so learning becomes monotonous and boring. According to Perjuanganinangin (2020), conventional learning is a learning model that is usually applied by teachers which generally consists of lecture methods, question and answer, and assignments or can be said to be salty using the TCL (Teacher Centered Learning) method.

Also based on observations, teachers have not used technological media in their learning at all, even though SMA N 3 Taruna Angkasa Madiun has complete facilities, in the classroom there is active LCD equipment which if used can motivate students in learning. Even though learning in the 21st century, both students and teachers must be technologically literate because learning in the 21st century must be able to prepare generations of Indonesian people to welcome advances in information and communication technology (Syahputra, 2018).

Based on the problems above, researchers (PPL teachers) will apply the Canva-assisted Problem Based Learning (PBL) learning model for education as a solution. According to Ngalimun (2016), PBL is an innovative learning model that can provide active learning conditions for students. This PBL is a learning approach that uses real problems as a context, so that students can learn to think critically in solving problems aimed at gaining essential knowledge or concepts from the subject matter (Suhana, 2014). 5 phases must be carried out in implementing the Problem-Based Learning learning model, namely as follows: Phase 1 Orienting students to problems, Phase 2 Organizing students to learn, Phase 3 Guiding individual and group investigations, Phase 4 Developing and presenting work, Phase 5 Analyze and evaluate the problem-solving process.

Meanwhile, Canva is an online design program that provides various tools such as resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, presentations, and so on that are provided in the Canva application. The types of presentations available on Canva include creative presentations, education, business, advertising, technology, and so on (Pelangi et.al., 2020). With Canva's various features, a teacher can create interesting visual and audio-visual learning media, thereby motivating students in learning.

From the explanation above, the Canva-assisted problem-based learning model for education can overcome the problems of learning to write because this learning model is a learner-centered learning model to be active in finding learning concepts, involving students in problem-solving,

and increasing student motivation. As Aziz said, 2020:65 the right method for developing creativity, especially writing, is through learning problem-solving.

METHOD

This research was conducted at SMA N 3 Taruna Angkasa Madiun in class XI A4 semester II of the 2022/2023 academic year. This research was conducted with 1 Pre Cycle and 2 Action Cycles. The first cycle was conducted on 2 and 7 February 2023, the second cycle was carried out on 24 and 28 February 2023. The research subjects were all students in class XI A4, totaling 30 students. The primary data source comes from the results of the task of writing a review of class XI A4 students of SMA N 3 Taruna Angkasa Madiun. Data collection techniques are carried out utilizing observation, testing, and documentation. While the data analysis technique used is qualitative and quantitative data analysis.

Qualitative data analysis pays attention to selecting data (data reduction) that are relevant to the purpose of improving learning, describing observed data, and drawing conclusions using the Canva-assisted problem-based learning method for education. Furthermore, quantitative data, namely in the form of numbers, which include student test scores, percentages, and scores from observations of teacher and student activities, are then analyzed descriptively. The method used in this study is a class action research method (classroom action research) which refers to the Kemmis and Mc Taggart models which consist of 4 components namely: (1) Planning (planning), (2) Action (acting), (3) Observation (Observating), and (4) Reflection (Reflecting).

RESULTS AND DISCUSSION

Based on the results of the ability to write reviews of class XI A4 students, the researcher obtained information about students' ability to write reviews that were still low or had not yet reached the KKM. This can be seen in the table below.

Figure 1: Distribution of the distribution of scores on the Pre-cycle Review writing skills

No	Frequency	Distribution	Percentage
1	55-64	9	30%
2	65-74	11	36,67%
3	75-84	8	26,67%
4	85-95	2	6,66%
Amount		30	100%
Average			67,67
Completeness			33,33%

Based on the table above, the data obtained from the pre-cycle test results regarding writing reviews obtained an average value of 67.67, this proves that students' review writing skills are still below the KKM score, namely 75. From the table above, information was obtained from 30 participants students only 10 students were declared complete, or 33.33% of the number of students in class XI A4. While 20 students or 67.67 of the number of students in class XI A4 were declared not to have passed.

A.   Result of Cycle 1 Action

   1.   Planning
        At this stage, the researcher identified the problem and determined alternative cycle 1 learning plans to overcome the existing problems. The following are the results of planning in cycle 1 which have been determined by the researcher.

a. Set a schedule for implementing the action, as many as 2 cycles. Each cycle consists of 2 meetings. Learning is held every Tuesday and Thursday according to the Indonesian language lesson schedule in class XI A4.

b. Make learning scenarios, which are outlined in lesson plans.

c. Determine core competencies, basic competencies, indicators, and learning objectives

d. Prepare research instruments to be used in each meeting in cycle 1.

2. Action

The implementation of the first meeting cycle 1 action was carried out on Thursday, 2 February 2023 with material on the structure and language of the review text. Meanwhile, the second meeting was held on Tuesday, 7 February 2023 with the material of constructing a review text. Learning is carried out using a problem-based learning model with learning media created using the Canva application. Students will be given a problem by the teacher, namely by being given a short story, then the teacher will ask students to construct the short story into a review, previously the teacher carried out learning activities using audio-visual media made using Canva, to provoke students' motivation and creativity in learning.

The research data at the action stage of cycle 1 are as follows;

Figure 2: Distribution of the value distribution of Cycle I review writing skills

No	Frequency	Distribution	Percentage
1	55-64	5	16,67%
2	65-74	10	33.33%
3	75-84	11	36,67%
4	85-95	4	13,33%
Amount		30	100
Average			73,7
Completeness			50%

From the table above, the following information is obtained: 1) There was an increase in the number of students who were declared Completed from previously only 10 students in pre-cycle, increasing to 15 students in cycle I with a percentage of 50% of 30 students in class XI A4 or half of the classes in cycle I were declared Complete on the task of writing a review. 2) But overall the students in the class have not met the specified target average score of 75, even though there was an increase from the previous average score in pre-cycle 67.67 to 73.7 in cycle I.

3. Observation

At this stage, the researcher carried out the process of observing the implementation of the action. Activities at this stage include:

a. Observe the course of learning

b. Conducting an assessment of the results of student work.

c. Observing and assessing the reviews that have been written by students, if the results of the reviews are still not following the provisions then after corrections are made and to be repaired.

4. Reflection Stage

Based on the results of the actions taken in cycle I using the Canva-assisted problem-based learning model for education, there is an increase in students who are complete in writing reviews but have not met success indicators, so there is a need for further

improvement in learning so that this can be achieved in this research. For this reason, the action taken is to continue the research in cycle II with 2 meetings.

B. Cycle Action Results II

1. Planning
    At this stage, what the researcher plans is essentially the same as the first action. The researcher prepares the material and conducts reinforcement, especially for students who are still incomplete.

2. Action
    In cycle II, presentations were made on review writing activities. Due to time constraints, presentations were made using window shopping in groups. Each group attaches the review that the group has made to the class bulletin, then another group examines the review that the other group has made and provides written comments to be delivered orally. Then after the activity, students in groups can improve the results of their work.

    The data from the research results in the action stage of cycle II are as follows;

    Figure 3: Distribution of the value distribution of writing skills Review Cycle II

No	Frquency	Distribution	Percentage
1	55-64	2	6,67%
2	65-74	4	13,33%
3	75-84	17	56,67%
4	85-95	7	23,33%
Amount		30	100
Average			83,16
Completeness			80%

From the table above, the following information is obtained: 1) There was an increase in the number of students who were declared Completed from previously only 15 students in cycle I, increasing to 24 students in cycle II with a percentage of 80% of 30 students in class XI A4 or more than half of the classes in cycle II were declared Complete on the task of writing a review. 2) Overall the students in the class have met the specified average score target of 75, in cycle II this has exceeded the class average target score of 83.16, or 24 people declared Completed out of a total of 30 students in class XI A4.

3. Observation
    At this observation stage, the researcher observed all student activities regarding their ability to write reviews. From the observations, it can be concluded that the Canva-assisted problem-based learning model for education can improve the ability to write reviews.

4. Reflection Stage
    Based on the results of research on learning carried out using the Canva-assisted problem-based learning model for education, there has been a significant increase. From the implementation of the actions in both cycles I and II described above, it can be seen that the research conducted in two cycles showed an increase in each cycle. The overall test results from pre-cycle, cycle I, and cycle II on the ability to write reviews can be seen in the following table.

Figure 4. Percentage of Student Completeness scores

Copmpleteness	Pracycle			Cycle I			Cycle II		
	Number of students	Percentage	Average	Number of students	Perecentage	Average	Number of sdents	Percentage	Average
Complete	10	33,33%	67,67	15	50%	73,7	20	20%	83,16
Not finishe	20	66,67%		15	50%		10	80%	
Amount	30	100%		30	100%		30	100%	

Based on the table above it can be described as follows:

1) That the class average value after the action has increased where in the pre-cycle the class average value is 67.67 it increases to 73.7 in cycle 1 and increases again in cycle II with the class average value of 83.16. With this, it can be said that the achievement of indicators of class success has been achieved.
2) Before the action was taken during the pre-cycle the percentage of completeness of students was only 33.33% or only 10 students who completed, increased in cycle I with a percentage of 50% or as many as 15 students completed and increased again in cycle II with a percentage of 83.16% or as many as 24 students complete. This indicates a significant increase from previously only 10 students who completed to 24 students who completed a total of 30 students in class XI A4.
3) Learning that is carried out using the Canva-assisted problem-based learning model for education is very effectively used to improve students' ability to write reviews.

CONCLUSION
Based on the results of the discussion above, the conclusions of this study are as follows:
1. The Canva-assisted Problem Based Learning learning model for Education is very effective in improving the ability to write reviews of class XI A4 students of SMA N 3 Taruna Angkasa Madiun
2. The results of using the Canva-assisted Problem Based Learning learning model for Education show significant results. After taking action the percentage of completeness of students which initially was only 33.33% or only 10 students who completed pre-cycle, increased in cycle I with a percentage of 50% or as many as 15 students completed and increased again in cycle II with a percentage of 83.16% or 24 students completed. This indicates a significant increase from previously only 10 students who completed to 24 students who completed a total of 30 students in class XI A4 SMA N 3 Taruna Angkasa Madiun.

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