



The Effectiveness of Project-Based Learning (PjBL) Assisted by Canva Digital Media in Enhancing the Ability to Create Advertisements, Slogans, and Posters among Eighth-Grade Students In V SMP Negeri 9 Kotamobagu, North Sulawesi

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Abstract

This study aims to determine the effectiveness of the Project-Based Learning (PjBL) model assisted by Canva digital media in improving the ability of eighth-grade students to create advertisements, slogans, and posters. This research employed a true experimental design with a pretest-posttest control group design. The study was conducted at SMP Negeri 9 Kotamobagu, Indonesia. The population consisted of all eighth-grade students, from which a sample of 49 students was randomly assigned. Here is a summary of the thesis written in the format of a scientific article for an international journal.

Keywords: Project-Based Learning, Canva, Advertisements, Slogans, Posters, Digital Media, Experimental Research

1. INTRODUCTION

In the 21st century, education must adapt to equip students with critical thinking, creativity, communication, and collaboration skills. The Indonesian language, a core subject, plays a vital role in developing these competencies, particularly in productive skills like writing. Students are expected to master not only grammar but also the ability to convey persuasive and creative messages, especially in creating texts like advertisements, slogans, and posters.

However, preliminary observations and literature suggest that conventional, teacher-centered learning methods often fail to actively engage students, limit creativity, and do not provide opportunities to produce tangible, relevant products. This gap between expected competencies and classroom practices necessitates innovative teaching models.

One promising approach is Project-Based Learning (PjBL), a student-centered model that engages learners in investigating real-world problems and producing authentic products (Thomas, 2000; Bell, 2010). This aligns with constructivist principles, where knowledge is built through experience and social interaction. PjBL is further supported by the use of digital media. Canva, a user-friendly graphic design platform, empowers students to create visually appealing and professionally designed materials like posters and ads without needing advanced technical skills.

Despite the potential, research combining PjBL and Canva specifically for teaching advertising, slogans, and posters is limited. This study addresses this gap by investigating the effectiveness of this integrated approach among eighth-grade students at SMP Negeri 9 Kotamobagu. The research questions focus on comparing students' initial abilities, their abilities after treatment, the differences in learning outcomes between groups, and the overall impact of the PjBL-Canva model.

2. RESEARCH METHOD

This study employed a true experimental design with a pretest-posttest control group design (Creswell, 2012). The research was conducted at SMP Negeri 9 Kotamobagu, Indonesia, over a period of three months. The population was all eighth-grade students. Using simple random assignment, 49 students were selected and divided into an experimental group (n=25) and a control group (n=24).

The independent variable was the Project-Based Learning (PjBL) model assisted by Canva digital media, while the dependent variable was the students' ability to create advertisements, slogans, and posters. The experimental group underwent a six-stage PjBL process integrated with Canva, encompassing orientation, planning, execution, monitoring, presentation, and reflection. The control group received conventional instruction.

Data were collected through pretest and posttest assessments. Student work was evaluated using a rubric with five criteria: creativity, message alignment, text structure, language accuracy, and visual quality (maximum score 20, converted to a 100-point scale). The instruments were validated through expert judgment and reliability testing. Data analysis included descriptive statistics (mean), normality tests (Shapiro-Wilk), homogeneity tests

(Levene), and hypothesis testing using an independent sample t-test (Fraenkel, Wallen, & Hyun, 2012).

3. RESULTS AND DISCUSSION

3.1 Results

The descriptive analysis of the pretest scores showed that both groups had similar starting abilities (Experimental: $M=55.32$, Control: $M=52.08$). Following the intervention, the posttest scores revealed a significant divergence. The experimental group's mean score increased to 91.12, while the control group's mean score was 67.88. The learning gain for the experimental group (35.8 points) was more than double that of the control group (15.8 points).

Prior to hypothesis testing, the data were checked for normality and homogeneity. The Shapiro-Wilk test indicated that the posttest data for both groups were normally distributed ($p > 0.05$). Levene's test confirmed that the variances were homogeneous ($p = 0.264 > 0.05$).

The independent sample t-test was conducted to compare the posttest scores. The results showed a statistically significant difference between the groups ($t(47) = 9.87$, $p < 0.001$). This indicates that the null hypothesis (no difference) was rejected, and the alternative hypothesis (there is a significant difference) was accepted.

3.2 Discussion

The findings confirm that the PjBL model assisted by Canva is significantly more effective than conventional methods for teaching students to create advertisements, slogans, and posters. The large effect is attributed to several factors inherent in the integrated approach:

1. **Active and Meaningful Learning:** The PjBL framework required students to be active participants. They were not passive recipients of information but were engaged in planning, executing, and reflecting on their projects, making the learning process more meaningful and authentic (Krajcik & Blumenfeld, 2006). This contrasts with the passive nature of conventional learning in the control group.

2. **Enhanced Creativity and Engagement:** Canva's accessible interface and vast library of templates, images, and design elements allowed students to experiment freely with visual and textual elements. This freedom significantly boosted their creativity and motivation, leading to high-quality, visually appealing final products. The experimental group's high scores in "creativity" and "visual quality" support this.

3. **Development of 21st-Century Skills:** The project-based nature of the intervention inherently fostered collaboration, communication, and critical thinking. Students worked in groups, discussed ideas, provided peer feedback, and problem-solved design and messaging challenges. Their digital literacy also improved through practical use of the Canva platform.

4. **Targeted Persuasive Language Practice:** The core task of creating advertisements, slogans, and posters required students to carefully consider word choice, sentence structure, and rhetorical devices to create persuasive messages. The PjBL process allowed for iterative feedback and revision, refining their ability to use language effectively for a specific purpose and audience.

The control group, which relied on conventional methods, showed only modest improvement. This approach likely lacked the stimulating, hands-on, and goal-oriented elements that made the PjBL-Canva intervention so successful.

4. CONCLUSION

Based on the results, it is concluded that the Project-Based Learning (PjBL) model assisted by Canva digital media is significantly effective in improving the ability of eighth-grade students to create advertisements, slogans, and posters. The experimental group demonstrated a significantly higher posttest score and learning gain compared to the control group.

The study's theoretical implication reinforces constructivist learning theories and provides empirical evidence for the synergy between PjBL and digital media in language education. Practically, it recommends that teachers adopt this innovative, student-centered approach to foster creativity, engagement, and higher-order thinking skills. Schools are encouraged to support technology integration. Future research could explore the long-term effects of this model, its application in other subjects, or its impact on other language skills.

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