

Improving the Ability to Write Observation Report Texts through Canva Media and Project-Based Learning Methods for Class VII Students of SMP Negeri 1 Sungai Menang

Ayu Natalia

nataliaayu737@gmail.com

Ratu Wardarita

ratuwardarita@yahoo.com

Siti Rukiyah

sitirukiyahpgri@gmail.com

Universitas PGRI Palembang

ABSTRACT

This study aims to determine and describe the application of Canva to improve the ability to write observation report texts (LHO) through the project learning model for class VII students of SMP Negeri 1 Sungai Menang. This study includes Classroom Action Research (CAR) with 36 students as research subjects. The data collection method uses test, observation, and documentation methods. The data analysis technique uses quantitative methods to observe teacher performance and assess student work in the form of LHO texts. The results of the study showed that the use of Canva media and the project learning model improved the quality of learning to write LHO texts. Teacher activity in cycle I with a total score percentage obtained of 84% increased to 88% in cycle II. The total value of students' LHO text writing skills in cycle I obtained 2293 or the average classical student score was 63.70 with a percentage of completion of 36%. In cycle II, the total value of LHO text writing skills increased by 3099 or the average classical score was 86.10 with a percentage of completion reaching 100%.

Keywords: Canva; LHO; Project Based Learning

INTRODUCTION

The 21st century is characterized by various things that take into account competitiveness through quality standards. Thus, teachers should try to realize themselves as standard teachers. One of the current teacher standards is utilizing various innovations in ICT (Information and Communication Technologies) or commonly known as ICT (Information and Communication Technology). Colone in(Halimah, 2021, p. 10)emphasizes that current ICT developments offer a lot, promise, and provide new things, as well as interesting educational experiences for students.

This condition is a challenge for today's teachers who can no longer just provide learning materials to students transfer of knowledge. Teachers must be creative,

producing new innovations based on technology, because they will be considered outdated if they are allergic to technology and information and will be considered old-fashioned when they miss the latest information. The implementation of writing learning has not been carried out well in class VII of SMP Negeri 1 Sungai Menang. The weakness lies in the way teachers teach, generally lacking in variation, not stimulating, and not interesting for students. Teachers still use the learning system that is commonly used in schools in general, namely teachers deliver material only by teaching in front of the class, less able to accommodate students' needs so that they can understand the stages of searching for or finding something they are studying.

Students themselves consider writing unimportant and difficult. The difficulty is due to low literacy interest, limited vocabulary, and not understanding the rules for writing punctuation and letters. Students only carry out writing assignments, the important thing is that the assignment is carried out without paying attention to the results of their writing. In addition, the majority of students have also used smartphones in their daily lives but the use of these phones is more for less useful things, such as playing online games, browsing social media, and seeking entertainment through online applications. Likewise, students' scores in writing observation report texts are 23 out of 36 (60%) still below the KKM. Students only do assignments to compile, in reality these assignments are completed without paying attention to the consequences of their compilation.

In order for learning to be interesting, there are many media that teachers can choose for various writing activities. Interesting learning media is important today, especially when children are used to using gadgets. There are various innovative learning media that have emerged after the Covid-19 pandemic as a means of adapting to the online learning situation that is implemented, after the pandemic began to subside, it does not mean that these various discoveries are no longer used. In fact, they continue to be applied and developed, including Canva, which is a creative and innovative learning media.

In addition to using media, the support of learning models also influences student learning outcomes. Project-based methods have the potential to improve student learning and make it more interesting and useful. Thus, students will be more imaginative and understand the material given by their educators, so that later teachers can assess well and students get an increase in value from previous values. (Santayasa, 2006, p. 12). In addition, project-based learning is defined as an assignment with teamwork to produce a particular product. (Nurgiantoro, 2018, p. 37). From the explanation above, it seems that there needs to be an improvement that must be made by Indonesian language teachers in the subject of writing observation report texts, namely how to apply media and learning methods, which are able to devote teacher attention through guidance and directing students to find understanding gradually. So, Canva media is the right media to improve observation report text writing skills combined with project-based learning models that can make students more active and creative in understanding the material presented.

LITERATURE REVIEW

Learning Media

Media is a tool used to convey messages and is in accordance with the teaching vision (Djamarah & Zain, 2010). In general, the media is a kind of intermediary that is used to disperse various considerations and thoughts, until they reach the parties who benefit (Subhan and Sunarti in (Putri & Rukiyah, 2021, p. 386). The steps for selecting teaching media are: 1) understanding learning objectives, 2) grouping objectives based on learning styles, 3) determining various activities to be carried out, 4) choosing a trigger for students, 5) choosing, considering, deciding on the media needed, 6) considering the reasons for using the media, 7) listing how to use it, 8) making an explanation when using the media. (Bahri, Humaedi, Rizal, Misnah, & Tati, 2021).

Canva

Canva is an online design application that offers a variety of graphic designs, including presentations, posters, flyers, graphics, banners, invitation cards, photo editing, and Facebook covers, as expressed by Dian et al. in (Wulandari & Mudinillah, 2022). Lea Wilson in (Pratiwi, 2022, p. 55) adding that if we use Canva, don't worry because we are amateurs because Canva contains various features that are easy to understand and capable so that they will be easy to master.

Writing

According to Nurjamal, et al., in (Sari, Wardiah, & Rukiyah, 2022), writing is a creative process of expressing ideas in written language with the aim of educating, persuading, or entertaining the reader. (Semi A. , 2017, p. 13), asserts that writing is a creative process, concepts are expressed in written symbols. There are three main aspects in this case, namely the goals to be achieved, the ideas to be conveyed, and the idea transfer system, which can be in the form of a language system.

Text of Observation Report Results

Observation is the act of observing a condition, thing or event that will be studied. After conducting a thorough investigation or research, the perception is written down in full, paying attention to the ins and outs of the object of perception. (Setyaningsih, 2019, p. 22). An observation report is a text that provides information about an object or condition, the results of a top-down examination of an idea, object, plant, or certain environment. (Agustinalia, 2022, p. 89).

Project Based Learning

The learning approach called project-based learning (PjBL) uses planned and scheduled projects as its medium.(Darmadi, 2017, p. 125). In addition, project-based learning is defined as an assignment with teamwork to produce a particular product.(Nurgiantoro, 2018, p. 37).

Classroom Action Research (CAR)

PTK, which is an abbreviation of "Classroom Action Research-PTK", is research conducted by educators in the classroom where they teach with an emphasis on improving or enhancing learning practices.(Zainal, 2017, p. 13). Suharjono in(Rustiyarso & Wijaya, 2018, p. 14)PTK is one way for teachers to improve the quality of their classes and carry out learning activities.

Previous Related Studies

Research on the use of the Canva application has been conducted in previous studies, including the following.(Aryani, 2022)The Pbjl model with Canva infographics can improve students' learning creativity, improve the social studies learning outcomes of class VII students at SMPN 1 Kandeman.(Azizah & Susanti, 2023). This study proves that Canva learning media with infographic design is effective for high schools. Diah Erna Triningsih (2021) stated that Canva media can improve the understanding of critical response texts in class VII students of SMPN 1 Karangploso for the 2019/2020 academic year.

METHOD

Design and Sample

This type of research is Classroom Action Research (CAR). The research was conducted at SMP Negeri 1 Sungai Menang located in Talang Jaya Village, Sungai Menang District, OKI Regency. This research was conducted on students of Class VII A. The research began with observations in January 2024. Implementation began on January 31, 2024 based on planning and observation results. The research was carried out in two cycles. Learning to present observation report texts using the Canva application through project-based learning in cycle 1 was carried out in four meetings. While in cycle 2, three meetings were carried out.

The subjects of the study were 36 students of class VII A of SMP Negeri 1 Sungai Menang in the 2023/2024 academic year, consisting of 18 male students and 18 female students. The selection of class VII A as the subject of the study was based on the KKM value in learning LHO texts which was relatively low. Learning with a monotonous impression and teachers who dominate activities makes learning tend to be boring so that the creativity and attractiveness of students tend to be low. When learning takes place, only a few students actively respond, when writing essays are carried out, only a few students' writings have good presentations, the rest are as they are.

Research Procedures

Planning

At the planning stage, the researcher prepares everything needed during the research, namely (1) compiling a Learning Implementation Plan (RPP), (2) creating learning materials in the form of observation report texts used during the learning process, (3) creating questions to be worked on and discussed by students and consulting with collaborators, Indonesian language teachers, (4) creating an observation guide in the form of an observation sheet to record events during the learning process.

Implementation

According to (Wiwin, Wikanengsih, & Suhara, 2021, p. 103), The project learning scenario is as follows: First, basic questions with the activity of educators delivering topics, while students ask questions related to the problem topic. Second, designing product planning with student activities discussing to compile the creation of observation report texts using Canva (preparation of media, sources, materials, tools and materials). Third, preparing a schedule for making according to the specified deadline. Fourth, monitoring the activity and development of the project. At this stage, students report the difficulties and progress of the project results. Fifth, testing the results of the observation report text by displaying it in front of the class and receiving other students' responses to the results. Sixth, evaluating the learning experience by reflecting on the results of the activity and concluding.

Observation

Observation activities are carried out by monitoring student and teacher activities in implementing learning to write observation report texts through Canva media and project-based learning models. Observation instruments are in the form of field notes (checklists). The criteria for the success of action research are increasing positive activity in students' abilities in writing observation report texts and increasing teacher performance with the implementation of Canva media and project learning models.

Reflection

Reflection is done based on the results of the actions from the first cycle recorded in the observation sheet, and field notes. Based on the results of the reflection, the researcher and collaborators prepare a problem-solving plan to improve the learning process in the next cycle.

Data Analysis Techniques

Teacher Observation

Observations made regarding teacher performance can be seen through preliminary activities, core activities, implementation of project-based learning, which was expressed by Priyatni in (Wiwin, Wikanengsih, & Suhara, 2021, p. 103), includes: a) determining questions, b) creating project designs, 3) compiling schedules, 4) monitoring project progress, 5) assessing project results, 6) evaluating experience results, process assessment activities and learning outcomes, and closing. This observation was carried out by giving a value of 3 if the teacher's performance showed very good results, a value of 2 if the teacher's performance was quite good, and a value of 1 if the teacher's performance was considered sufficient. Observation data were selected in accordance with observation guidelines. Observation data were in the form of information that was in accordance with the description of the implementation of project learning in the classroom. Data were presented in the form of brief descriptions and relationships between categories.

LHO Writing Test

The test used is in accordance with the material taken in this PTK, namely the text of the observation report. The test in question is a learning outcome test carried out at the end of the cycle in the form of an action test to write a text of the observation report by pouring out ideas, which aims to obtain the level of student learning progress after participating in learning activities within a certain period of time. The assessment criteria include: a) structure, b) content, c) linguistic features, d) writing rules, and e) graphic feasibility. A score of 3 will be given if the results given are good, a score of 2 will be given if the results given are considered sufficient, and a score of 1 will be given if the results given are considered lacking. The LHO writing result data in the form of scores were analyzed using descriptive statistical analysis. The scores are presented in the form of a table, then described and concluded the achievement of students after receiving treatment from cycle I and cycle II.

The results of the data analysis for writing LHO texts are assessed using the following formula.

$$R = \frac{\sum N}{\sum r}$$

Source : (Kesumawati & Aridanu, 2023, p. 57)

Information :

R = average value

$\sum N$ = total value of all students

$\sum r$ = number of respondents

The Minimum Completion Criteria Standard Value (KKM) in this study is ≥ 72 , this is based on the KKM set at the school. The indicator of the success of this study is based on the results of understanding the LHO text with Canva media and project-based learning models based on KKM in class VII of SMP Negeri 1 Sungai Menang is 72. The level of student mastery of Basic Competencies classically or class absorption is said to be good if $\geq 80\%$ of students achieve KKM.

$$\text{Classical Learning Completion} = \frac{\text{jumlah siswa yang memperoleh nilai} \geq 72}{\text{jumlah seluruh siswa}} \times 100$$

Formula for calculating percentage increase:

$$\frac{\text{selisih skor}}{\text{siklus II}} \times 100$$

RESULTS AND DISCUSSION

Teacher Performance through Project Learning

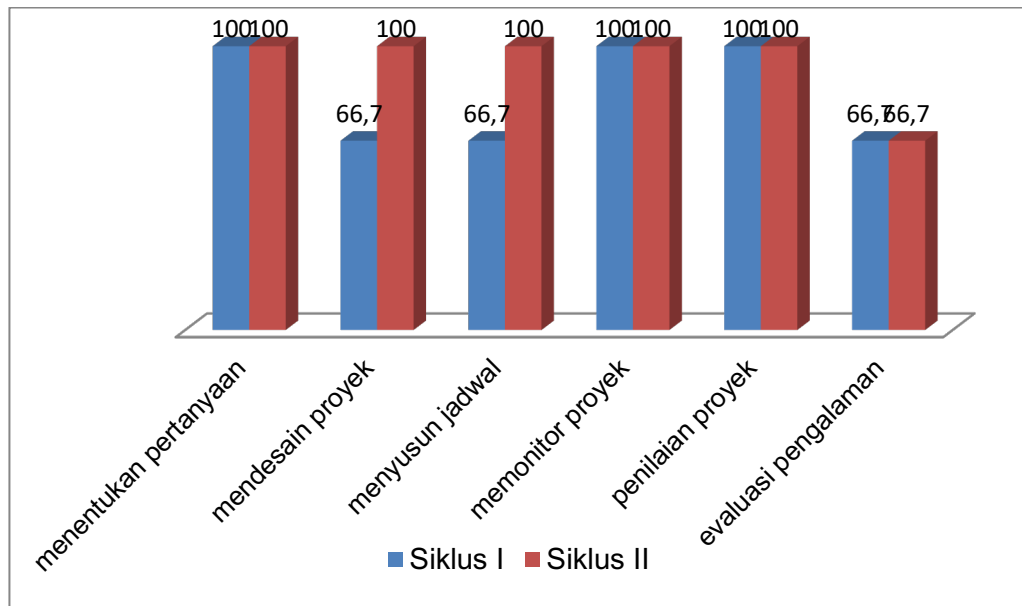
As for teacher performance with the implementation of project learning, namely:

Table 4.1

Teacher Performance Assessment with Project Learning Implementation

No.	Step	Cycle I	Cycle II
1.	Defining questions	100	100
2.	Creating project designs	66.7	100
3.	Making a schedule	66.7	100
4.	Monitor project progress	100	100
5.	Project results assessment	100	100
6.	Evaluation of experience	66.7	66.7
	Average	83%	94%

Based on the table above, it is known that there is an increase in teacher activity from cycle I to cycle II. The percentage of total scores achieved in cycle I was 83% increasing in cycle II to 94%. The difference in scores from cycle I to cycle II was 11% with a percentage increase of 11.7%. A comparison of the value of writing skills for observation report texts in each aspect can be seen in the diagram below.



Students' LHO Writing Results

The results of writing the Observation Results Report are as follows:

Table 4.2
Comparison of Each Aspect of Assessment
LHO Writing Skills Cycle I and II

Aspect	Implementation of Action	
	Cycle I	Cycle II
text structure	85	98
Contents	69	84
linguistic features	46	77
writing rules	38	87
graphics	70	84
Amount	308	430

Based on table 4.2 above, we can see the percentage increase in the test scores for writing observation report texts in each assessment aspect. In the text structure aspect, the overall average difference is 13, so the percentage increase in the drama text writing test score from cycle I to cycle II can be expressed as 3%. In the content aspect, the overall average difference is 15 or the percentage increase in test scores from cycle I to cycle II can be expressed as 3.4%. In the third aspect, namely linguistic characteristics, the average difference in the overall scores of students is 31. So the percentage increase in test scores is 7.2%. For the writing rules aspect, the average difference in scores for all students is 49 or an increase can be expressed as 11.3%. In the last aspect, namely the graphic aspect, the average difference in the overall scores of students is 14 or an increase of 3.2%. A comparison of the

scores for writing observation report texts in each aspect can be seen in the diagram below.

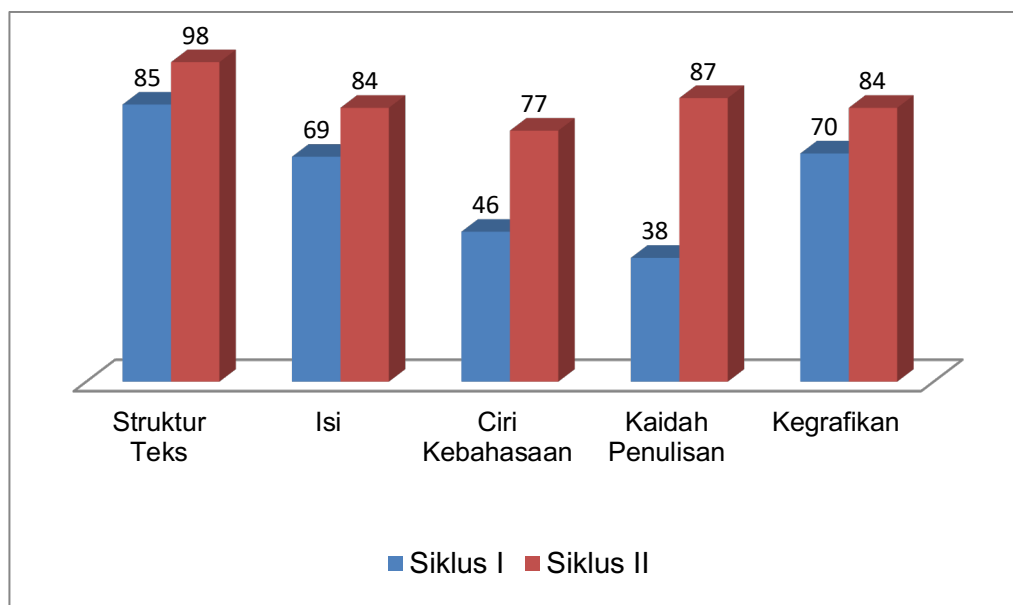


Table 4.3
Writing Results Values for Cycles 1 and 2

LHO Writing Test	Cycle I	Cycle II
Total Value	2293.30	3099.71
Average Value	63.70	86.10
Number of students who achieved KKM (72)	11	36
Percentage of students who achieved KKM	28%	100%

Comparison of writing skills of observation report texts in cycles I and II, there is an increase in learning from cycle I and cycle II. The number of scores obtained by students in cycle I is 2293.30 or an average of 63.70 and students who achieved completeness in learning (KKM) were 11 students or 28% of the total number of students, 36 people who were used as research subjects. The application of Canva media to improve the ability to write observation report texts through the project model in cycle II obtained a total value of 3099.71 or an average of 86.10 with the number of students who achieved learning completion (KKM) of 36 students or 100% of the total number of students of 36 people who were used as research subjects.

From the results of observations of teacher activities in cycle I, the implementation of learning activities was 83% of the total 15 activities. Teacher activities that need to be improved include: First, delivery of the scope of the material and the expected results, researchers should emphasize the limitations of the material and the ideal results of the tasks to be made. Second, demonstrating mastery of the material both regarding observation reports and Canva media, especially mastery of the media

because Canva is a media with complete features so that it requires more exploration from its users, this is where researchers must be able to facilitate questions and needs from students. Third, reflection of student learning outcomes, at this stage questions about the material are not only aimed at students who dare to answer but also at passive students so that their understanding can be known and what they feel during the learning process. The changes that occurred in cycle II were that teachers improved their performance in teaching, especially in terms of directing activity designs and mastery of materials. Researchers and students were more active in carrying out learning in cycle II because they began to get used to Canva media and project methods.

According to the data obtained in cycle I, for the structure indicator, most students have filled in the section completely, but there are still students who write the structure name incorrectly or do not write the structure name. The average obtained by students in this indicator is 85. For the content indicator, most students do not understand how to group ideas according to their characteristics and the clarity of delivery, on average the score obtained by students in this indicator is 69. For the language characteristics indicator, students have not shown much of the classification section, on average obtained by students in this indicator is 46. For the writing rules indicator, there are still many errors in writing punctuation marks and writing abbreviated words, on average the score obtained by students in this indicator is 38. For the graphic feasibility indicator, the students have dared to try to make their own designs, without using the available templates, but they have not explored many of the available features so that the appearance is still simple and the composition is not balanced, this is certainly understandable because the use of the application does require a lot of practice to become more proficient, on average the score obtained by students in this indicator is 70.

Based on the data obtained in cycle II, for the structure indicator, most students have filled in their sections completely. The average obtained by students in this indicator is 98. For the content indicator, most students have understood how to group ideas according to their structural characteristics, clarity of delivery, but there are still some who write with incomplete information on average the score obtained by students in this indicator is 84. For the language characteristics indicator, students have not shown much of the classification section, on average the score obtained by students in this indicator is 77. For the writing rules indicator, on average the punctuation and lettering are correct, on average the score obtained by students in this indicator is 87. For the graphic feasibility indicator, the students have varied in trying to make their own designs without using the available templates, they have explored many of the available features so that the appearance is quite attractive, on average the score obtained by students in this indicator is 84.

CONCLUSION

The existence of this study can be concluded that Canva media and project learning models can improve the ability to write observation report texts in class VII students

of SMP Negeri 1 Sungai Menang, OKI Regency. This can be proven by the results of cycles I and II obtained. Canva media and project learning models can make students more active, enthusiastic in completing the task of writing observation report texts correctly and carefully. Student grades have increased and the target desired by the researcher has been achieved. As for general suggestions, if Canva for Education could be added with features that allow students to directly receive the results of their work, it would have a greater impact on collaboration between teachers and students. Suggestions for teachers are that more diverse media and learning models can be used by teachers, but they must still be adjusted to the material being taught and teachers must be actively involved in providing direction and motivation for student learning development when carrying out learning. Suggestions for schools are that the existence of Canva media and project learning models applied to classroom action research can be used as references by schools in implementing learning.

REFERENCE

- Agustinalia, I. (2022). *Getting to Know and Understanding Types of Texts*. Sukoharjo: CV Graha Printama Selaras.
- Aryani, WD (2022). Implementation of PjBL with Canva Infographics to Improve Creativity and Social Studies Learning Outcomes of VIIB Students of SMPN 1Kandeman. *Journal of Research, Innovation, and Technology of Batang Regency*, 7.
- Azizah, I., & Susanti, R. (2023). Canva-Based Learning Media with Infographic Design in History Subjects in High Schools. *Jurnal Education*, 9.
- Bahri, Humaedi, Rizal, Misnah, & Tati, R. (2021). Utilization of ICT-Based Learning Media in Local History Learning. *Journal of Physics: Conference Series*.
- Djamarah, SB, & Zain, A. (2010). *Teaching and Learning Strategies*. Jakarta: Rineka Cipta.
- Halimah, L. (2021). *Teaching Skills, As an Inspiration to Become an Excellent Teacher in the 21st Century*. Bandung: PT Refika Aditama.
- Kesumawati, N., & Aridanu, I. (2023). *Parametric Statistics of Educational Research*. Palembang: NoerFikri.
- Nurgiantoro, B. (2018). *Authentic Assessment*. Yogyakarta: Gadjah Mada University Press.
- Pratiwi, U. (2022). *Easy to Learn Graphic Design with Canva Application*. Yogyakarta: Diva Press.
- Putri, NN, & Rukiyah, S. (2021). The Effectiveness of Wedtpad Media in Learning to Write Poetry for Grade X Students of SMK Setia Darma Palembang. *Kredo: Scientific Journal of Language and Literature*, 381-394.
- Rustiyarso, & Wijaya, T. (2018). *Classroom Action Research Guide and Application*. Yogyakarta: Noktah.
- Santayasa. (2006). *Innovative Learning: Collaborative Model, Project Based and NOS Orientation*. Semarang: Ganesha University of Education.

- Sari, DA, Wardiah, D., & Rukiyah, S. (2022). The Influence of the Think Pair Share (TPS) Learning Model in Writing Poetry for Class X Students of SMK PGRI 1 Palembang. *Journal of Education and Counseling*, 4(5).
- Semi, A. (2017). *Basics of Writing Skills*. Bandung: Angkasa.
- Setyaningsih, I. (2019). *Report on the Results of Observation Reports and Experimental Reports*. Surakarta: PT Aksara Sinergi Media.
- Wiwin, Wikanengsih, & Suhara, AM (2021, January). Learning to Write Poetry Using the Project Based Learning Method Assisted by Audio Visual Media. *Parole (Journal of Indonesian Language and Literature Education)*, IV(1), 101-108.
- Zainal, A. (2017). *Classroom Action Research in Elementary Schools/Islamic Elementary Schools*. Yogyakarta: Ar-Ruzz Media.