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Canva for Education Project Based Learning Model for Presenting Fiction Stories

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Abstract: This research aims to increase creativity and learning outcomes in presenting fictional stories using the Canva for Education-based Project Based Learning model for class VI/b students at MIS Al Azhar Kuta. This research is a type of Classroom Action Research which was carried out in two cycles. The research subjects were class VI/b students. The data collection technique in this research uses the test method, then the data is analyzed using quantitative descriptive methods. In the pre-cycle the percentage of student learning creativity was 22%, then in the first cycle creativity gradually increased to 61% and 70%. In cycle II creativity increased to 83% and 91%. The average student learning outcome score in the pre-cycle was 22% complete and 78% incomplete, in the first cycle the average student score was 48% complete and 52% incomplete. Furthermore, in cycle II the average score of student learning outcomes reached 91% complete and 9% incomplete. So it can be concluded that the Project Based Learning model based on Canva for Education can increase the creativity and learning outcomes of class VI/b students with the material of presenting fictional stories.

Keywords: canva for education; learning outcome; Creativity; Project Based Learning.

INTRODUCTION

The industrial revolution 4.0 has colored the world of education, so that education that is only oriented towards intellectual development of the left brain can no longer be maintained. Therefore, there is a need for revisions in the world of education to anticipate the needs of students' characteristics according to current developments, namely the developments and needs of the 21st century (Lubis & Dasopang, 2021). This of course aims to ensure that education can produce a millennial generation that is qualified and able to compete in the era of globalization. To realize this goal, the educational process must be more oriented towards developing right-brain creativity through a realistic, dynamic and flexible curriculum (Mulyasa, 2019).

P21 (Partnership for 21st Century Learning) develops a learning framework in the 21st century which expects students to have knowledge, skills and technology, media and information as well as innovation (Hazrullah & Lubis, 2023; Lubis et al., 2022; Ningsih et al. ., 2023). 21st century skills are (1) life and career skills, (2) learning and innovation

skills, and (3) Information media and technology skills. From around May to June 2022, Indonesia took part in the Program for International Student Assessment (PISA) for the umpteenth time. The PISA assessment focuses on the core learning substances in schools, namely reading, mathematics and science. It was supposed to be a test with a 3-year implementation pattern, according to the PISA schedule it was held in 2021, but because almost all parts of the world were affected by the Covid-19 pandemic, its implementation was postponed to 2022. As usual, the results were only released the following year in 2023 However, from the existing reality, the results of education in Indonesia in PISA (2018) which were published on December 3 2019, in reality the country of Indonesia has not met expectations because the results are as follows; (1) Indonesia's average reading ability score is 371, with only 30% of our students meeting the minimum reading ability competency. (2) The average mathematics score is around 379, and (3) The average science score is around 396, which is very far below the average PISA score.

In the current era, society must undergo digital transformation (Lubis & Dasopang, 2020; Lubis & Wangid, 2019). This digital transformation is the beginning of creating a new, more effective and efficient way to replace old processes of doing things. This activity is carried out by utilizing existing technology. Over the last few decades, the world of education has developed very rapidly due to technological advances brought by digital transformation (Lubis et al., 2021). Knowledge about opportunities and challenges can be used as assessment material for the world of education, especially for educators who must facilitate maximum learning in the development of digital technology (Dasopang et al., 2023). It can also help create new innovations and lead to more interesting and innovative learning.

Learning Indonesian in the writing aspect is one of the skills to be achieved in Indonesian language lessons at the elementary/MI level. Writing is a creative process of expressing ideas in written form with a purpose, for example informing, convincing and entertaining those who read it, besides that, writing is a language skill that is used to communicate indirectly or not face to face (Sutardi, 2010), besides that Writing can also train sensitivity and foster curiosity (Dewi, 2018). The expected goal in learning to write stories is for students to be able to understand and express several things they have captured, such as ideas, opinions, messages and feelings in written form (Riana & Setiadi, 2017). Based on the opinion above, it can be concluded that writing stories can develop students' imagination and creativity. Therefore, in order to write creatively, interesting and innovative media is needed. Media in the form of the Canva for education application was chosen as a medium that helps teachers and students in creating attractive image designs. The Canva for education application is an online design program that provides various types of free designs for educators and students.

Based on the fact, that in class VI MIS Al Azhar Kuta still uses the 2013 Revised 2018 curriculum, but 50% has been integrated with the Medeka curriculum learning (Silvia et al., 2023). Therefore, learning in class VI MIS Al Azhar Indonesian language subject KD 4.10 presents the results of linking events experienced by characters in fictional stories with personal experiences orally, in writing and visually. In this case, the teacher develops a Competency Achievement Indicator (GPA), namely 4.10.2 Presenting Canva for Education based fiction stories creatively, well and correctly. One of the important skills in Indonesian language lessons is writing. Therefore, to equip students with aspects of knowledge, understanding and skills for reading, writing and digital literacy, teachers need a formulation that brings students to a creative and innovative level with sufficient time to use in one discussion concept, in order to achieve the learning objectives of the 2013 curriculum and the independent curriculum that has been determined by the MIS Al Azhar Kuta school, Badung Regency, Bali.

Based on the results of observations that have been carried out in class VI at MIS Al Azhar, it is generally stated that creativity in presenting fictional stories with the help of the Canva for education application in the previous academic year has not been maximally realized in the form of children's story book projects, due to the large impact on students

after the Covid pandemic. -19, when they were in class IV and class V. So it can be said that students in class VI are currently losing approximately two years in terms of knowledge and understanding of basic literacy concepts, reading and writing well and structured face to face together. Teacher.

Barus (2018) in his research said that if teachers only use books as media, then the learning strategy models used will be less innovative. The reality is that previous learning has not yet implemented the syntax of the Project Based Learning (PjBL) learning model in a structured manner in class VI/a, so that students' competence in Indonesian language lessons on the material of presenting fictional stories is still low, because 21st century learning based on 4C has not been realized according to expectations in this aspect. creativity and innovation skills.

Based on the results of observations in 2022, the second semester of the 2022/2023 academic year, only 40% of students in class VI/a met the competence in the ability to present fictional stories, while 60% of students still experienced difficulties in presenting fictional stories with the help of the Canva for education application. From these problems, on average, students have difficulty presenting fiction stories because they have not used media in the form of the Canva for education application and they have not been printed neatly. Considering the importance of the Project Based Learning (PjBL) learning model based on Canva for education in achieving success, KD 4.10 competency presents the results of relating events experienced by characters in fictional stories with personal experiences verbally, written and visually, GPA 4.10.2 presents fictional stories, the researcher It is necessary to conduct research by teachers to find the right learning formula in the digital era, namely "Project Based Learning (PjbL) Model Based on Canva for Education for Presenting Fiction Stories".

The Project Based Learning (PjBL) learning model or what is usually called project-based learning is student-oriented learning. Project-based learning is a learning model that uses projects or activities as a learning tool to achieve competency in attitudes, knowledge and skills. The project itself can be interpreted as an activity that consists of a lot of work and requires coordination and specialization of supporting staff to complete it (Fathurrohman, 2016: 119).

Project Based Learning is an innovative learning that emphasizes contextual learning through complex activities. Project-based learning or PjBL is learning designed for complex problems where students carry out investigations to understand them, emphasizing learning with long activities, the tasks given to students are multi-disciplinary, product-oriented (Nayono and Nuryadin, 2013). Project-based learning makes students more active in the learning process, increases student creativity and motivation. Providing a great opportunity for students to be creative with the knowledge they have, reaching its peak when producing a real product. Project-based learning provides students with real experiences to participate in the learning process.

Canva for Education is a Canva application specifically for education. Free service package platform to improve learning for educators, students and education staff at PAUD, elementary to tertiary levels to support creativity and collaboration in the world of education.

Since 2013, the platform has won more than 60 million monthly active users in 190 countries around the world. How to log in for educators on the Canva for education platform, namely by using an educator ID card (for example: NUPTK, PGRI card, or other educator card) after the educator logs in and is accepted by ACC, the Canva platform will display the words EDU on the element. If we already have the Canva platform for education, then we can set the class to include all our students on the Canva platform that we have, that way we can share designs, learning videos, posters, etc. more easily and quickly. Educators and students can use the tool this magic online via a desktop browser or download the mobile app via the App or Play Store.

Canva requires students to be creative in completing the designs they want to work on (Alfian et al., 2022). Canva is one of the applications closest to students because

cellphones are currently one of the devices most frequently used by students (Hapsari & Zulherman, 2021). According to Kristin (2016), creativity is the ability that a person has to produce something new from ideas, and the ideas they have will produce something that is useful. According to Gilford and Torrance in Filsaime (2008), there are four characteristics of creativity, namely Fluency, Originality, Flexibility, Elaboration. In this Classroom Action Research (PTK), researchers measured student creativity using the indicators described by Gilford and Torrance and supported by the indicators presented by Munandar.

Annisa and Wikarya (2022), say that creativity is the ability to create something new, the process of providing an idea that is capable or can be applied in solving problems that will provide benefits. Learning is any process or effort carried out consciously, deliberately, actively, systematically and integratively to create changes within oneself towards perfection that is beneficial for oneself, others and the environment and the changes that occur are continuous and directed (Lubis , 2019). Every learning that a person experiences results in results. And the results obtained are called learning outcomes.

Sudjana (2014) states that learning outcomes are essentially changes in behavior that cover the cognitive, affective and psychomotor fields. Another opinion says that learning outcomes are the result of achieving learning goals to gain knowledge, skills and the cultivation of mental attitudes and values (Sardiman, 2014: 28). Based on the opinions of several experts, it can be concluded that the meaning of learning outcomes is the abilities that students have after receiving learning experiences which result in changes in attitudes and behavior. The learning theories that support this research are radical constructivism and socio-cultural learning theories.

Based on research conducted by Nurhadiyati in 2020 regarding "The influence of the project based learning model on student learning outcomes in elementary schools", the research was proven successful because it showed an increase in student learning outcomes. Subsequent research by Gunawan in 2018 on "Application of the Project Based Learning Model to Improve Science Learning Outcomes and Creative Thinking Abilities for Class V Elementary School Students" proved that there was an increase in students' learning outcomes and creative thinking abilities. Similar research was also conducted by Surya et al., 2018 at the elementary school level which proved that the Project Based Learning (PjbL) learning model was able to improve student learning outcomes and creativity. Research conducted by Fahrezi et al., 2020 at the elementary school level also shows an increase and positive influence on student learning outcomes.

Based on the description of the problem above, researchers will try to apply the Project Based Learning (PjBL) learning model to increase student creativity and learning outcomes for the material of presenting fictional stories for Indonesian language lessons in class VI/b MIS Al-Azhar Kuta. The hope is that by implementing the Project Based Learning (PjBL) learning model, the learning atmosphere will become more interesting and challenging so that there will be changes in student creativity and learning outcomes. Of course, it is hoped that creativity will be very good and increase and the results achieved will also be satisfactory, with the aim of producing The product is a fiction story book that can be used in library rooms and classroom reading corners. The future vision will be to form a young generation who has high creativity, optimal intelligence, and the potential to increase reading literacy in schools and in the community. So as to create a useful future generation for the nation.

METHODS

The research method used in this research is Classroom Action Research (CAR) by applying the Project Based Learning (PjBL) learning model. Classroom action research is part of the action. Suprayitno (2020) stated that classroom action is a form of reflective research by carrying out certain actions in order to improve and/or improve learning practices carried out together in the classroom in a professional manner. According to Aqaib and Chotibuddin (2018), Classroom Action Research (PTK) is research carried out

by researchers or teachers in the classroom (school) with an emphasis on perfecting or improving learning processes and practices.

In accordance with the explanation of the objectives of Classroom Action Research, this research also aims to increase the creativity of the process and results of teaching and learning activities in order to optimally achieve learning objectives, namely in the form of improving learning outcomes in class VI Indonesian language subjects using the Project Based learning model. Learning.

This research is classroom action research carried out to improve student creativity and learning outcomes. Where in this research the researchers collaborated with subject teachers who taught in class VI/b, namely class VI mathematics subject teachers. The activities in this research are grouped based on cycles and each cycle consists of four activity stages.

This research design uses Arikunto's (2010) design with two cycles, namely Cycles I and II. Each cycle has two meetings. This research consists of four basic stages, namely planning, acting, observing and reflecting. The reflection results of each cycle are used as a reference for improvements in the next cycle. So it is possible to continue to the next cycle if the research target has not been met. The four stages of these activities are presented in the following figure.
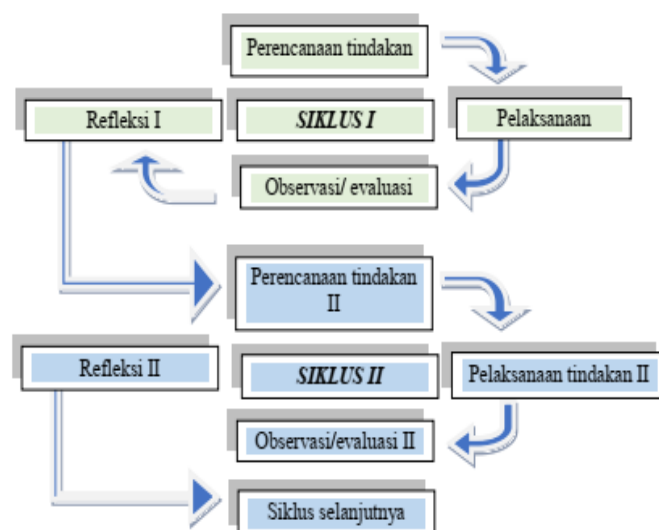
Picture 1. Classroom Action Research Design (Arikunto, 2010)

The subjects of this research were 23 students of class VI/b MIS Al Azhar Kuta for the 2023/2024 academic year, consisting of 8 male students and 15 female students. The object of this research is students' creativity and learning outcomes through the application of the Project Based Learning (PjBL) learning model in Indonesian language lessons with the material presenting fictional stories. The independent variable in this research is the Project Based Learning (PjBL) learning model, while the dependent variable includes creativity and learning outcomes of class VI/b students at MIS Al Azhar Kuta, Badung Regency, Bali.

The stages of implementing cycle I are as follows: (1) Action planning at this stage an action plan is prepared as a reference in implementing the action. The steps taken are coordinating with the school principal and teachers to discuss research preparations, compiling a research schedule, determining materials and formulating learning indicators for each meeting based on the basic competencies listed in the 2013 Curriculum, preparing a Learning Implementation Plan (RPP) with implementation. PjBL learning model assisted by the Canva application on fiction story writing material, preparing assessment instruments in the form of learning activity worksheets, creativity assessment questionnaires, and questions to determine the level of student learning outcomes, and processing research results to determine the level of success in each cycle; (2)

Implementation of cycle I actions is an action carried out by the researcher as an effort to improve, increase or change the desired result. At the implementation stage of cycle I, the researcher discussed the results of cycle I with the collaborator teacher and school principal. The results of cycle one reflect the actions that will be taken in cycle II. Cycle I and cycle II use learning steps according to the 2013 Revised 2018 Curriculum RPP by applying the PjBL model syntax.

Cycle I and cycle II use learning steps according to the RPP curriculum 2013 Revised 2018, the independent curriculum application applies the syntax of the PjBL model. The learning scenario can be seen in the following table.

Table 1. Steps for Implementing the PjBL Learning Model

Activity	Activity Description
Introduction	- The teacher greets and invites all students to pray. **Religious** - Sing the obligatory song together. **Nationalism** - The teacher checks the readiness of himself and his students, then records student attendance, arranges positions and seats according to learning activities. - Get used to reading a book for 10 minutes. **Literacy** - Inform the material that will be studied, namely "Presenting the results of relating events experienced by characters in fictional stories with personal experiences orally, written and visually". - Inform the learning objectives, namely "Write a fictional story (write) and present the results of the story in the form of a written work/book (product)". **Integrity** - The teacher briefly conveys the stages/syntax of Project based Learning. ***Communication***
Core activities	Syntax of PjBL PHASE 1. DETERMINATION OF BASIC QUESTIONS The teacher asks a trigger question, have you ever written a fiction story? Do you recognize the Canva application? And did you know that the Canva application is very interesting. PHASE 2. DESIGNING PROJECT PLANNING The teacher divides the groups, with students choosing one of 3 cards of different colors. Students who receive cards of the same color form one group. Students gather in their respective groups according to the teacher's directions Students divide tasks into chairman, secretary and members. PHASE 3. MAKE A SCHEDULE Students make an agreement regarding the schedule for making the project. PHASE 4. MONITORING PROJECT ACTIVITY AND DEVELOPMENT Students collect story books that have been borrowed from the library as reference material All students carry out their respective assignments in groups, and each group consists of 4 students In dividing tasks/groups, there are 2 students bringing laptops or cellphones and 2 more students writing notes in notebooks. The teacher ensures that students are involved in collecting data and

	doing their assignments.
	The group consisting of 4 students started writing in notebooks first, then after the story was finished they wrote and typed the story in the Canva application.
	The project group discusses to ensure the writing results are correct according to ideal spelling.
	PHASE 5. TESTING THE RESULTS
	The project group discussed the correctness of the project that had been created and presented it in front of the class using an LCD projector
	The project group prints/prints the results of the writing on Canva
	The project group shows the results of their work to the teacher and friends to assess their correctness.
	PHASE 6. EVALUATION OF LEARNING EXPERIENCES
	The project group presents the results, then another group of teachers responds to the results.
	Class VI teachers and students reflect and conclude the results of today's learning
	Cognitive question test material "Writing a fiction story"
Closing	▪ Students pay attention to the teacher's information regarding further learning
	▪ Students pack up to go home
	▪ Students close the lesson with a prayer together

(3) Observation is carried out to determine whether the actions taken are in accordance with the learning rules applied, especially in learning Indonesian by implementing the PjBL model assisted by the Canva application. This evaluation needs to be carried out to determine the improvement in student learning outcomes in each cycle; and **(4) Reflection** is carried out based on the evaluation results during the learning process, aimed at reviewing the results of actions that have been obtained in cycle I. Problems that arise are then discussed with the collaborator teacher and school principal to find alternative solutions. Next, the best actions to be implemented in the next cycle, namely cycle II, are formulated.

The stages of implementing cycle II are basically the same steps in cycle II as the steps in cycle I, but in cycle II improvements are made to the obstacles encountered in cycle I. The steps in each stage are consistently implemented without change if If there are obstacles, they will be looked at in cycle II to determine the problems and fix them. After making observations in cycle II, all new problems were identified again from the results of the analysis and the entire cycle. It is necessary to pay attention to the advantages and disadvantages of learning that has been implemented by implementing the Project Based Learning (PjBL) learning model assisted by the Canva application from the results of reflection. It is hoped that it can be improved gradually and continuously.

This research uses quantitative descriptive analysis because this research presents results in the form of data, the researcher also determines the processing of the research results by making an analysis by applying the Project Based Learning (PjBL) research model. In this classroom action research, the data collected is student creativity obtained by filling in observation sheets in pre-cycle, cycle I and cycle II observation activities carried out during learning activities by the class teacher and collaborators.

In terms of creativity, students are said to be successful if the student reaches the specified success criteria, namely 85%. Meanwhile, data collection on student learning outcomes was obtained using an evaluation test of 30 questions consisting of 20 multiple

choice questions and 10 essay questions. Student learning outcomes are declared complete if the student's learning outcomes reach higher than the school's KKM, namely above 72 in each cycle with an average class achievement of 85% complete..

Collecting research data uses research methods and instruments that are adapted to the variables you want to measure. This research carried out data collection using the test method, the data was then analyzed using quantitative descriptive methods. The test is part of data collection, namely to find out the increase in the ability to understand the material for writing fiction stories in class VI/b students from before the class action was carried out until after the class action was carried out. Data collection sources can be seen in the following table.

Tabele 2. Data Sources

No	Data Sources	Data Type	Data collection technique	Instruments to be used
1.	Teacher	Teacher activities/implementation in implementing the Project Based Learning learning model	Observation	Observation sheet
2.	Student	Student activities in applying the learning model Project Based Learning	Observation	Observation sheet

The research instrument in this PTK research uses data collection techniques. The first instruments used in classroom action research in class VI/b MIS Al Azhar are (a) Activity observation sheets which are used as a guide in carrying out research observations to obtain data related to the suitability between the plan to be carried out and its implementation, as well as measuring the results. expected changes. The subjects who will be observed in this research are the teacher as researcher and class VI/b students as respondents. The grid of the teacher activity observation sheet can be seen in the following table.

Table 3. Grid of Teacher Implementation Observation Sheet Implementing the PJbL Model

No.	Aspect	Amount
A	Preliminary activities	4
B	Core Activities (PjBL Syntax)	
	1. Determination of fundamental questions	2
	2. Design project planning	3
	3. Arrange a schedule	1
	4. Monitoring project activity and development	6
	5. Testing results	2
	6. Evaluation of learning experiences	2
C	Closing activities	2
	Total	**22**

Table 4. Student Activity Observation Sheet Grid Applying the PjBL Model

No.	Aspect	Amount
A	Preliminary activities	2
B	Core Activities (PjBL Syntax)	
	1. Answer the question	2
	2. Write project plans	2
	3. Prepare an implementation schedule	1
	4. Actively participate in project development	7
	5. Presenting the results of work/projects	1
	6. Doing test questions	1
C	Closing activities	2

	Total	18

The next step is to measure (b) Learning creativity questionnaire, by collecting data by asking written questions to research subjects, respondents, or data sources and answers are also given in writing. In this research, the questionnaire created was to measure learning creativity which contained statements. The student learning creativity questionnaire consisted of 20 statements. (c) Daily tests are given to measure students' abilities in learning Indonesian. In this study, the test was in the form of learning gains given before treatment (pretest) and after treatment (posttest). The post-test was given after implementing the Project Based Learning (PjBL) learning model to determine the improvement that occurred in the learning outcomes of class VI/b students at MIS Al Azhar Kuta. Meanwhile, the type of test used is multiple choice questions and descriptions. This research uses tests to measure students' level of understanding in learning Indonesian.

Data analysis is the stage where a researcher analyzes data that has been obtained in data collection, through the research carried out. Data analysis in Classroom Action Research (PTK) consists of quantitative and qualitative data. Quantitative data in PTK is used to determine the increase in student learning outcomes as an influence of the actions that have been implemented by the teacher. Quantitative data in this research was obtained from students' cognitive learning outcomes tests, namely answering the test questions that were provided. Meanwhile, data from observations is included in qualitative data. Data analysis is a method that researchers can use to summarize the data that has been collected accurately.

The data analysis activities used in this research are (1) Qualitative data analysis, namely qualitative data analysis learning activities analyzed descriptively and the data analyzed is obtained from observations. Researchers made observations on the activities of teachers and students during learning using the Project Based Learning (PjBL) learning model. Observations carried out by researchers, namely, observing student activities while using the Project Based Learning (PjBL) learning model, while teacher activities as researchers are observed by class teachers at the school or by collaborators.

RESULTS

Based on the results of research conducted by researchers, it shows that learning that applies the Project Based Learning (PjBL) model is experienced
increasing creativity and learning outcomes. This is indicated by changes in the level of student creativity that occur in the initial conditions, namely the pre-cycle stage, then cycle 1 and cycle 2. Likewise with student learning outcomes which show an increase in grades from the pre-cycle, cycle 1, and cycle 2. In order to find out the level of success of applying the Project Based Learning (PjBL) learning model to the material presenting fictional stories, it is presented in the following table as comparison material.

Table 5. Comparison of Student Creativity in Pre-Cycle, Cycle I and Cycle II

Cycle		Creativity (%)
Pre-cycle		22 %
Cycle I	Meeting 1	61 %
	Meeting 2	70 %
Cycle II	Meeting 1	83 %
	Meeting 2	91 %

Table 6. Comparison of Student Learning Results in Pre-Cycle, Cycle I and Cycle II

Categories	Pre-cycle		Cycle I		Cycle II	
	Number of students	(%)	Number of students	(%)	Number of students	(%)
Complete	5	22 %	11	48 %	21	91 %

Not Completed	18	78 %	12	52 %	2	9 %

Based on the data listed in the table above, it can be seen the comparison of the completeness of student learning outcomes from pre-cycle learning activities, cycle I to cycle II with the application of the Project Based Learning (PjBL) learning model based on the Canva for Education application in the material of presenting fictional stories. that before implementation there were 18 students (78%) whose learning results had not reached the school's KKM, namely 72 and only 5 students (22%) whose scores were above the KKM. After implementing learning using the Project Based Learning (PjBL) model based on Canva for Education, there was an increase in students' scores that reached above the Minimum Completeness Criteria as many as 21 students (91%) and the remaining 2 students (9%) scored still below the Completeness Criteria Minimum.

DISCUSSION

Taking action in research by carrying out or carrying out a pre-cycle first in Indonesian language learning material presents fictional stories for class VI/b MIS Al Azhar Kuta. When this pre-cycle was taking place, the background to this research problem was discovered or seen, namely the low level of student creativity. This lack of student creativity can be seen from the students' learning outcomes and not yet completing the project in the form of writing a fiction story based on the Canva application. So the researchers used this as reinforcement so that this research could be carried out.

After the research was carried out from the next stage, the results obtained by students in cycle I and the results obtained in the next stage, namely in cycle II, the researchers found that the use of Canva-based learning media could increase creativity and student learning outcomes in the teaching and learning process. especially in learning Indonesian, the material presents fictional stories. Below is a graph of the percentage distribution of student learning creativity.
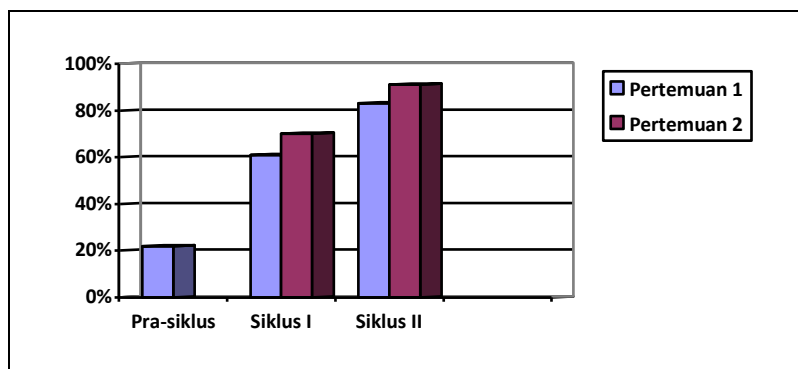
Picture 2. Student creativity graphic

Based on the creativity graph, students experience increased creativity starting from the pre-cycle stage; The percentage of student learning creativity was 22%, then in cycle I the 1st meeting got 61% and the 2nd meeting got an average of 70%. Then gradually in cycle II the 1st meeting increased to 83% and the 2nd meeting reached 91%. So, it can be concluded that using the Project Based Learning (PjBL) learning model based on Canva for Education can increase students' creativity in presenting fictional stories.

The following is a histogram graph of the distribution of student learning outcome scores using the Project Based Learning (PjBL) model based on Canva for Education, material presenting fictional stories.
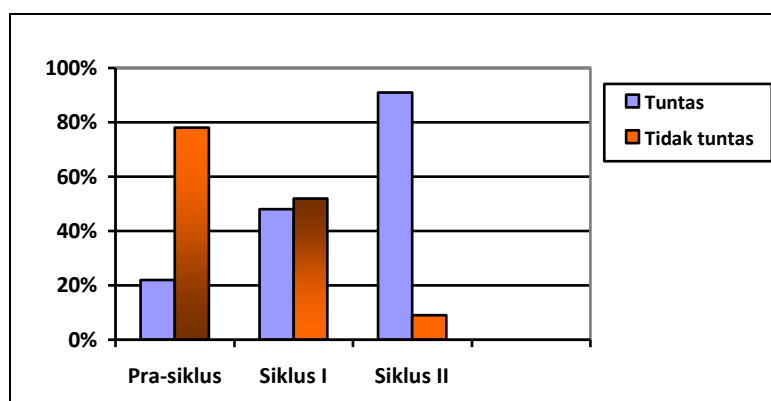
Picture 3. Graph of improvement in student learning outcomes

Based on the picture above, the student learning outcomes using the Project Based Learning (PjBL) learning model based on Canva for education material presents fictional stories for Indonesian language lessons in class VI/b MIS Al Azhar Kuta with the average score obtained by students during the pre-cycle which is only 22% have been completed and 78% have not been completed. Furthermore, in cycle I, the average student score increased gradually, namely that 52% of students had not completed and 48% of students had completed. After reflection was carried out in cycle I, the implementation of Cycle II continued, the average score of students increased by 9%, the average score of students who had not yet completed, while the remainder reached 91% of the average score of students who had completed. Based on the data that has been obtained, it shows that PjBL has succeeded in improving the learning outcomes of class VI/b students at MIS Al Azhar Kuta Badung Bali.

Based on the data obtained above, the significant value of the test is that if the significant value is <0.05 then Ho is rejected and Ha is accepted, meaning that the hypothesis which states that the use of Canva-based media for education can improve student learning outcomes by presenting fictional stories is accepted.

CONCLUSION

Based on the results of testing and discussion on the Project Based Learning (PjBL) model based on Canva for Education, two conclusions can be drawn. First, the Project Based Learning (PjBL) model based on Canva for Education can increase students' creativity. The material for presenting fictional stories in Indonesian language lessons in class VI/b MIS Al Azhar Kuta is successful. Second, the Project Based Learning (PjBL) model based on Canva for Education can improve student learning outcomes on the material of presenting fictional stories in Indonesian language lessons in class VI/b MIS Al Azhar Kuta, with the average score of students during the pre-cycle completion being 22% this is still categorized as low. Then in cycle I the implementation of learning increased with cycle I the average score of students increasing gradually, namely 48% of students completed. After reflection was carried out in cycle I, the implementation of Cycle II continued, the average student score increased to 91% of the average student score was completed.

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