STUDENT'S PERCEPTION OF PROJECT-BASED LEARNING MODEL WITH CANVA IN ENGLISH WRITING CLASS AT SMK NEGERI 1 BUSUNGBIU

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ABSTRACT

The popularity of Project-Based Learning (PBL) is increasing as it focuses on students' learning process than the teaching process. There are ample sources showing that using PBL can enhance students' skills, abilities, and interests. However, in the context of Vocational High School students in Indonesia, there is still a limited amount of research on perceptions of PBL, especially when it is combined with the use of media, for example, Canva Application. The aim of this study was to assess students' attitudes toward the Project-Based Learning (PBL) model and the utilization of the Canva application in an English class. The research employed questionnaires and interviews as data collection techniques. The research participants were 29 students from the XI Hospitality class at SMK Negeri 1 Busungbiu. The findings obtained through the questionnaires and interviews indicated that the students exhibited favorable perceptions of the PBL model. The materials used in the PBL approach were perceived to be clear, captivating, and easily accessible, and was observed to bolster students' motivation and writing skills. Moreover, the employment of the Canva application for writing in English was also well-received by the students, despite the identification of certain limitations associated with the application.

Keywords: Project-based learning, Canva, writing

INTRODUCTION

Writing in English remains a relatively arduous activity for most students due to its status as a foreign language that is seldom used in their daily routines. Despite being exposed to English since their early education, many students are unable to write proficiently in the language. Given the unappealing and challenging nature of writing activities, most students evade writing-related learning activities (Arihasta & Basthomi, 2019).

Effective writing demands an intricate process that requires considerable time and effort from students. According to Harmer (2007), writing is distinct from speaking in that it does not produce an immediate outcome. This implies that students must engage in a process that entails brainstorming, lexicon selection, composition, revision, and eventual publication. In this case, teachers play a crucial role in facilitating students' writing development.

From the challenges above, it is imperative for educators to seek out suitable models or approaches for teaching writing. The process approach is a potential option for writing classes. One learning models that falls under the process approach is Project-Based Learning (PBL). This is a pedagogical model that enables students to "devise, organize, and execute" projects that yield tangible outcomes, such as products, publications, or presentations (Patton, 2012; as cited in Riswandi, 2018). Students are encouraged to engage their creativity and ideas to complete the project. (Argawati & Suryani, 2020). Furthermore, PBL has been shown to enhance students' engagement in learning

activities (Mahendra, 2017).

The Project-Based Learning (PBL) model is deemed to be instrumental in cultivating scientific and social behaviors and fostering inquisitiveness, as prescribed by the 2013 Curriculum in Permendikbud No. 22 of 2016 concerning Process Standards. The PBL model entails students' active involvement in problem-solving, which is carried out in groups or independently, following scientific stages within a specified time frame, culminating in a product that is presented to others. This learning model's distinctive features include: students' independent completion of tasks spanning from planning, preparation, and product presentation stages; their full responsibility for the project's outcomes; the involvement of peers, teachers, parents, and even the community; the honing of creative thinking skills; and a highly accommodating classroom environment that promotes the development of ideas and tolerance of shortcomings (Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, 2018). The syntactical steps of PBL comprise fundamental questioning, product planning, production schedule design, activity and project progress monitoring, results testing, and learning experience evaluation.

In the current technological era, producing a piece of writing demands innovative concepts to create a captivating appeal. Consequently, students are expected to leverage technology to stimulate their writing motivation. One of the prominent technology-based applications that can be employed in writing classes is Canva (Nanda, 2023).

According to Siswanjaya (2021), visual media, including Canva, offer several advantages such as rendering abstract ideas tangible, inspiring students, focusing their attention, reinforcing knowledge, recollecting prior knowledge, and simplifying learning efforts. Canva enables its users to design diverse content and share it on various platforms, including social media. Students can conveniently access Canva using a device or computer, and the platform has generated over 400 million designs for more than ten million users across 179 countries. With Canva's features, students can create captivating designs and creative writing products for different purposes (Utami & Djamjuri, 2021).

In the context of Class XI Semester 1 in Vocational School, one of the essential English language topics is invitations. Students are expected to be able to produce formal invitations in the form of letters or cards. To further enhance the learning process and create a more engaging environment, Canva has been incorporated as a tool to develop digital invitation cards. With its simple yet comprehensive interface, it provides a wealth of examples and templates for students to explore and expand their vocabulary, terminology, and expression related to invitation card writing. The numerous font choices and customizable templates facilitate the creation of visually appealing and high-quality invitation cards, which in turn can stimulate students' enthusiasm to complete their assignments. Additionally, Canva's features allow students to download the invitation card designs in multiple formats, including JPG, PNG, and PDF, or store them directly on the Canva website for sharing on social media platforms or submitting assignments to teachers.

There is numerous preceding research on students' perceptions toward Project Based Learning or Canva in the classroom context. A study conducted by Kartika (2020) aimed at investigating students' perceptions of PBL by implementing a half-semester project in the Critical Reading class. The students' reception and perceptions of the PBL were positive and encouraging. The result also showed that the students enjoyed using PBL in critical reading class. Moreover, based on a study by Haniah, et al (2021), the students had a positive perception toward Online PBL implemented in teaching 4Cs Public. Online PBL helped the student to Students' Perception of the Implementation of Online Project-Based Learning to gain the 4Cs namely creativity and innovation, critical thinking, communication, and collaboration skills. Another study from Rostika, et al (2021) about students' perception of the Use of PBL in writing class conveyed that students agreed that the material used in PBL was clear, interesting, and easy to

understand. In addition, the use of PBL in learning activities could enhance their motivation and improve their writing skill. Furthermore, students had a positive perception of the teacher's ability in guiding and facilitating them in project-based learning.

There are also some previous studies related to the application of Project Based Learning with Canva. The result of the study conducted by Utarini (2022) showed that the implementation of Project Based Learning model using Canva application could increase students' achievement of entrepreneurship and creative product lesson at class XII BDR 1 SMK Negeri 1 Negara. Another study showed that Project Based Learning model had an influence on increasing students' creativity in designing digital flyers using the Canva application (Juwairia, et al, 2022). In addition, research conducted by Adina (2021) exhibited that the project-based learning model assisted by Canva media was declared to be effectively used. Based on this research, the PJBL model with the help of Canva media could be used in the learning process as a learning model that could improve student learning outcomes.

Prior studies mostly stated that Project Based Learning or Canva application was beneficial for students, such as enhancing their skills in team-working, creativity, and communication skills. The perceptions of students toward PBL or Canva were also stated positively in previous studies. However, in the context of Vocational High School students in Indonesia, there is still a lack of research perceptions of PBL in English writing class, especially when it is combined with the use of media, for example, Canva Application. Thus, the aim of this study was to investigate the perceptions of students regarding the implementation of project-based learning and the utilization of Canva in writing invitation cards among Class XI Hospitality students at SMK Negeri 1 Busungbiu. The researcher aims to contribute to the existing literature on teaching models and strategies, particularly in writing formal invitations in English, and provide insights for future researchers who intend to undertake similar studies. It is anticipated that the findings of this study will serve as a valuable resource for educators and academic professionals seeking to improve their pedagogical practices.

METHODS

This study employs a quantitative descriptive research design to examine students' perceptions of the implementation of the project-based learning model and the use of Canva in English writing classes. The research was conducted at SMK Negeri 1 Busungbiu, and the participants were 29 students in Class XI Hospitality. To collect data, the researchers utilized questionnaires using Likert scales and interviewed the students to confirm the results of the questionnaires. The questions in the questionnaire about the implementation of PBL are adapted from Rostika, et al (2021) with additional questions about the use of Canva application. There are three sections of questions about PBL, which are: students' perceptions of teaching materials in PBL, the application of PBL, and the teacher's role in PBL. The last section is about students' perceptions of using Canva.

This methodology provides a descriptive approach to identify the perceptions of students towards the project-based learning model and the utilization of Canva, enabling the researchers to offer insights into the potential of these approaches in enhancing students' writing skills. For data analysis, each answer on the Likert scale is given points, namely the answer "strongly agree" is worth 5, the answer "agree" is worth 4, the answer "doubt" is worth 3, the answer "disagree" is worth 2, and the answer is "strongly disagree" agree" is worth 1.

RESULTS AND DISCUSSION

The result of this study is divided into four parts; the students' perceptions of teaching materials/materials in PBL, the application of PBL, the teacher's role in PBL, and the

last is students' perceptions of using Canva.

1. Students' Perceptions of Teaching Materials/Materials in Project-Based Learning

N o	Statement	Students' answers					Analysis		
		SS (5)	S (4)	R (3)	TS (2)	STS (1)	Total score	Percenta ge	Explanation
1	The material provided by the teacher is clear and easy to understand	12	17	0	0	0	128	88.3%	Good/positive
2	The material provided by the teacher is interesting	21	8	0	0	0	137	94,5 %	Very good/very positive
3	The material taught using project-based learning is in accordance with the context of students' writing	13	14	2	0	0	127	87.6%	Good/positive

Table 1 presents the findings of a questionnaire administered to determine students' perceptions regarding the teaching materials used in project-based learning. The initial statement indicates that 12 students (41.4%) strongly agreed, while 17 students (58.6%) agreed that the materials provided by the teacher were clear and easily comprehensible. The data reveal that the pedagogical material facilitated an effective learning experience. These results were reinforced by the interview data, where students reported that the learning materials were not challenging to understand. For instance, Student 1 remarked, "In my opinion, the material provided by the teacher was clear, and I grasped the content well," while Student 2 stated, "I found the material to be presented coherently in PowerPoint slides."

For the second statement, the findings indicate that most students, twenty-one (72.4%), strongly agreed that the materials provided by the teacher were interesting, while the remaining eight students (27.6%) agreed with the statement. This suggests that all students find the materials provided by the teacher engaging and captivating. In contrast, for the third statement, 13 students (44.8%) strongly agree, 14 students (48.3%) agree, and two students (6.9%) are not sure if the project-based learning materials are suitable for their writing needs. These results indicate that the project-based learning approach used in teaching writing is well-aligned with the students' writing requirements. This finding is supported by the interview data, where students acknowledged that the materials provided by the teacher catered to their writing needs. For instance, one student commented that "the material is appropriate for students to write digital invitation letters in the era of social media" (Student 3).

Based on the percentage level for each statement, the results are "good/positive" or "very good/very positive". This shows that students show good and positive perceptions of teaching materials/materials in Project Based Learning. This result is on par with the result of studies from Rostika (2021) that most students stated that the material using project-based learning is clear, interesting, and easy to understand. Thus, the teaching materials used in this PBL meet some of the criteria for selecting instructional materials which are appropriate, encouraging and engaging.

2. Students' perceptions of the application of project-based learning

| No | Statement | Students' answers | | | | | Analysis | | |
		SS (5)	S (4)	R (3)	TS (2)	STS (1)	Total score	Percent age	Explanation
4	Project-based learning increases your motivation to learn to write in English	20	8	1	0	0	135	93.1%	Very good/very positive
5	Project-based learning improves my writing skills	16	11	2	0	0	130	89,6%	Good/positive
6	Project-based learning is designed systematically. Starting from giving basic questions, designing product planning, preparing project schedules, making projects, presentations and evaluations	17	12	0	0	0	133	91.7%	Very good/very positive

Table 2 presents the findings of a questionnaire aimed at assessing students' perceptions of activities in implementing project-based learning. Regarding statement number four, most respondents, 20 students (69%), strongly agreed, while eight students (27.6%) agreed, and one student (3.4%) expressed uncertainty. These results suggest that project-based learning is effective in increasing students' motivation to learn English writing skills. The interview findings corroborate the questionnaire results, with students highlighting how project-based learning boosted their motivation to learn. As one student noted, "The learning activities motivated me to learn even more, especially in writing invitation cards" (Student 2).

According to the results presented in Table 2, statement number five indicates that 55.2% (n=16) of the students strongly agreed that project-based learning improves their writing skills, while 37.8% (n=11) agreed and 6.9% (n=2) were not sure. These data suggest that project-based learning has a positive impact on students' writing skills. The questionnaire results are further corroborated by the interview data. Students reported that project-based learning has helped them improve their digital

invitation card writing skills. For instance, one student remarked, "Yes, project-based learning has definitely improved my invitation card writing skills." (Student 3) Another student mentioned, "Before this, I didn't know how to write invitation cards, but now I feel confident in my ability to do so." (Student 5)

Statement number six indicates that 58.6% of the students strongly agreed and 41.4% agreed that project-based learning is designed systematically. The systematic approach involves basic question formulation, product planning design, project scheduling, project creation, presentation, and evaluation.

Based on the percentage level for each statement, the results are "good/positive" or "very good/very positive". This shows that students show very good and very positive perceptions of the application of project-based learning. This result is in accordance with Argawati & Suryani (2020) in which the implementation of project-based learning in teaching writing worked well. Students were actively involved in the learning process. Besides, the project given engaged the students in solving a real problem and answering it. Students were encouraged to have critical thinking and engage their creativity and ideas to complete the project.

3. Students' perceptions of the teacher's role in project-based learning

No	Statement	Students' answers					Analysis		
		SS (5)	S (4)	R (3)	TS (2)	STS (1)	Total score	Percentage	Explanation
7	The teacher helps students who have difficulty working on projects	12	17	0	0	0	128	88.3%	good/positive
8	The teacher monitors the progress of student projects	23	6	0	0	0	139	95,6%	Very good/very positive
9	The teacher provides a clear timeline for consultation time, revision and project submission	18	10	1	0	0	133	91.7%	Very good/very positive
10	Teachers provide clear feedback related to the outcome of your project	19	9	1	0	0	134	92.4%	Very good/very positive

Table 3 shows the results of the four statements about students' perceptions of the teacher's role in project-based learning. In statement number 7 there were twelve students (41.4%) who chose "strongly agree" and seventeen students (58.6%) chose "agree". This shows that students feel that the teacher helps those who have difficulty working on projects. One student stated, "I didn't know about the Canva app before, but the teacher helped me so I could use it." (Student 5).

According to the results of the questionnaire, statement number 8 indicates that the majority of students, specifically twenty-three (79.3%), chose "strongly agree," while only six students (20.7%) chose "agree." This indicates that students perceive their teacher to be actively monitoring the progress of their projects. This finding is supported by a student who stated during the interview session, "Our teacher always enquires about the progress of our projects and provides guidance to ensure that we produce a high-quality final product" (Student 4).

In relation to statement number 9, the results of the questionnaire indicate that eighteen students (62.1%) chose "strongly agree", ten students (34.5%) chose "agree", and one student (3.4%) chose "not sure". This data indicate that a large majority of students perceive that the teacher has provided a clear timetable for consulting, revising, and submitting projects.

In statement number 10, a total of nineteen students (65.5%) selected "strongly agree," while nine students (31%) chose "agree," and one student (3.4%) responded as "not sure." These data indicate that a vast majority of the students receive feedback regarding their project work. The interview results reinforce this finding, as evidenced by one student's statement: "The teachers provide constructive feedback, praise, and encouragement when we are able to produce and showcase high-quality work." (Student 5).

Based on the percentage level for each statement, in general, the result is "very good/very positive". This shows that students show very good and very positive perceptions of the teacher's role in project-based learning. As stated in Viro et al. (2020), in the effective project-based classrooms, teachers support disciplinary learning, engage students in authentic work, encourage collaboration, and build an iterative culture. The role of teachers includes giving students opportunities to analyze a challenging problem, engage in sustained inquiry, search for answers to authentic questions, help choose the project, reflect on the process, critique and revise the work, and create a public product.

4. Students' perceptions of using Canva

N o	Statements	Students' answers					Analysis		
		SS (5)	S (4)	R (3)	TS (2)	STS (1)	Total score	Percen tage	Explanation
1	Canva is really helpful for creating invitation cards in project-based learning	15	11	3	0	0	128	88.3%	Good/positive
2	Canva supports the creative process for writing such as invitation cards, advertisements and posters by relying on colors, images and other features available	15	13	1	0	0	130	89.6%	Good/positive
3	Canva is easy to use for designing invitation cards	12	14	3	0	0	125	86.2%	Good/positive
4	I believe that by using Canva in my writing projects, I	14	13	2	0	0	128	88.3%	Good/positive

	can explore my creativity in designing projects							
5	I think by taking advantage of the features in Canva, I can develop my imagination in designing invitation cards	14	14	1	0	0	129	88.9%	Good/positive

Table 4 presents the outcomes of a survey that sought to investigate students' perceptions regarding the usage of Canva as a medium for producing invitation cards. Specifically, in response to the first statement, the data indicate that 51.7% of the participants "strongly agreed", 37.9% "agreed", and 10.3% responded with "not sure". These results suggest that a substantial majority of the students concurred that Canva was effective in assisting them with their invitation card projects. This assertion is further corroborated by the findings from the interviews, as one student remarked that "Canva has an abundance of samples and tools to facilitate the creation of invitations" (Student 3).

According to the data presented in statement 2 of the questionnaire, most participants (51.7%) "strongly agreed" that Canva facilitates the creative process of generating invitation cards by incorporating colors, images, and other relevant features. Additionally, 44.8% of the respondents "agreed" with this statement, while only one student (3.4%) expressed uncertainty. These results suggest that the utilization of Canva can positively impact the creativity of the invitation card design process.

Moreover, statement 3 of the questionnaire aimed to assess the level of ease associated with employing Canva to design invitation cards. The findings reveal that 41.4% of the students "strongly agreed" that Canva is user-friendly in this regard, while 48.3% "agreed" with the statement. Conversely, a small proportion of the respondents (10.3%) expressed hesitation by indicating that they were "not sure" about the ease of using Canva for this purpose. Taken together, these results imply that most students find Canva to be relatively straightforward and easy to utilize when designing invitation cards.

In statement 4, the results indicate that a significant proportion of students held positive views toward the efficacy of Canva in fostering creativity. Specifically, 48.3% (n=14) of the respondents strongly agreed, 44.8% (n=13) agreed, and 6.9% (n=2) were uncertain. It is noteworthy that a majority of students expressed agreement with the statement, which suggests a favorable disposition towards the platform. One student's comment corroborates this notion, stating that Canva's abundant sample designs offer inspiration for designing invitation cards.

Similarly, in statement 5, the data suggests a prevalent inclination among students towards utilizing Canva's features as a tool for enhancing their imagination in designing invitation cards. The responses of 48.3% (n=14) strongly agreeing and 48.3% (n=14) agreeing with the statement, along with only one student (3.4%, n=1) being uncertain, indicate a largely positive perception of Canva's potential in cultivating creativity.

Based on the percentage level for each statement, generally obtained "good/positive" results. This shows that students show good and positive perceptions of using Canva in project-based learning. This result is relevant to Utarini (2022), Juwairia, et al (2022), and Adina (2021) which showed the positive effects of the use of Canva in the classroom.

Apart from the favorable outcomes of the questionnaire statements, the interview session with the students revealed certain limitations associated with Canva. As per the participants, the utilization of Canva entails a stable internet connection, and any

disruption in connectivity poses a challenge to the design-making process. Additionally, certain Canva features are inaccessible to users without a premium account, therefore restricting access to the latest tools and functions. As students use non-premium Canva accounts, the availability of these advanced features is restricted.

CONCLUSION

This study aims to investigate students' perceptions regarding the implementation of project-based learning and the usage of Canva in writing classes. The findings of the study reveal that the students held a positive outlook toward the application of project-based learning. Most of the participants expressed agreement that the learning materials utilized by the teacher were clear, interesting, and comprehensible. Additionally, the incorporation of project-based learning in the learning activities was observed to enhance their motivation and enhance writing skills. The students also held a favorable perception of the teacher's facilitation and guidance during project-based learning. The participants acknowledged the teacher's support towards students experiencing difficulties in working on projects, the provision of a clear schedule concerning consulting time, and project submission, as well as the provision of lucid feedback on the results of student projects.

In addition to the favorable outlook towards project-based learning, students also responded positively to the integration of Canva in their project-making. The participants noted that Canva aided in enhancing their imaginative and creative abilities in executing projects. The ease of usability and the availability of features enabled students to design projects with greater efficacy. Nevertheless, certain limitations of the application, such as the need for stable internet connectivity and restricted access to premium features, were identified.

The results of this study are expected to be an additional reference for teachers in implementing project-based learning as an alternative learning model and using Canva as a technology-based medium for learning in writing classes. Further research can be carried out by combining project-based learning models with various other media.

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