

ABSTRAK

Widyastama, I Wayan (2026), model pembelajaran *Project Based Learning* (PjBL) Berbantuan Aplikasi *Canva* terbukti efektif dalam meningkatkan motivasi dan hasil belajar IPAS siswa kelas V SD Gugus Melinggih Kelod, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Motivasi belajar dan hasil belajar IPAS siswa sekolah dasar masih belum optimal, khususnya pada pembelajaran yang didominasi metode konvensional dan kurang melibatkan siswa secara aktif. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Project Based Learning* (PjBL) berbantuan aplikasi *Canva* terhadap motivasi belajar dan hasil belajar IPAS siswa kelas V SD Gugus Melinggih Kelod Tahun Pelajaran 2025/2026. Penelitian ini menggunakan desain quasi experiment dengan *Non-Equivalent Pretest–Posttest Control Group Design*. Subjek penelitian terdiri atas kelompok eksperimen yang dibelajarkan menggunakan model PjBL berbantuan aplikasi *Canva* dan kelompok kontrol yang dibelajarkan dengan pembelajaran konvensional. Data motivasi belajar dikumpulkan melalui angket, sedangkan hasil belajar IPAS diperoleh melalui tes objektif. Analisis data dilakukan menggunakan statistik deskriptif, uji *N-Gain*, dan analisis multivariat (*MANOVA*). Hasil penelitian menunjukkan bahwa motivasi belajar kelompok eksperimen meningkat dari 55,14 menjadi 85,36 dengan nilai *N-Gain* sebesar 0,66, sedangkan kelompok kontrol meningkat dari 58,46 menjadi 75,20 dengan *N-Gain* sebesar 0,43. Hasil belajar IPAS kelompok eksperimen meningkat dari 49,86 menjadi 86,57 dengan *N-Gain* sebesar 0,72, sementara kelompok kontrol meningkat dari 48,55 menjadi 82,48 dengan *N-Gain* sebesar 0,65. Uji *MANOVA* menunjukkan pengaruh signifikan secara simultan dengan nilai *Pillai's Trace* sebesar 0,784 ($F = 25,769$; $p < 0,05$) dan *Wilks' Lambda* sebesar 0,234 ($F = 42,327$; $p < 0,05$). Berdasarkan hasil tersebut, dapat disimpulkan bahwa model PjBL berbantuan aplikasi *Canva* efektif meningkatkan motivasi dan hasil belajar IPAS siswa kelas V SD.

Kata kunci: *Project Based Learning*, *Canva*, motivasi belajar, hasil belajar IPAS.

ABSTRACT

Widyastama, I Wayan (2026). *The Project Based Learning (PjBL) Model Assisted by the Canva Application Has Proven Effective in Improving Motivation and Learning Outcomes in IPAS among Fifth-Grade Students of SD Gugus Melinggih Kelod.* Master's Thesis, Primary Education, Graduate Program, Universitas Pendidikan Ganesha.

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Learning motivation and IPAS learning outcomes among elementary school students remain suboptimal, particularly in instructional practices dominated by conventional methods that provide limited opportunities for active student engagement. This study aimed to analyze the effect of the Project Based Learning (PjBL) model assisted by the Canva application on learning motivation and IPAS learning outcomes of fifth-grade students at SD Gugus Melinggih Kelod in the 2025/2026 academic year. This research employed a quasi-experimental design using a Non-Equivalent Pretest–Posttest Control Group Design. The research subjects consisted of an experimental group taught using the PjBL model assisted by the Canva application and a control group taught using conventional learning methods. Learning motivation data were collected through questionnaires, while IPAS learning outcomes were measured using objective tests. Data analysis was conducted using descriptive statistics, N-Gain analysis, and multivariate analysis (MANOVA). The results indicated that students' learning motivation in the experimental group increased from 55.14 to 85.36, with an N-Gain value of 0.66, while the control group showed an increase from 58.46 to 75.20, with an N-Gain value of 0.43. IPAS learning outcomes in the experimental group improved from 49.86 to 86.57, with an N-Gain value of 0.72, whereas the control group increased from 48.55 to 82.48, with an N-Gain value of 0.65. The MANOVA results demonstrated a statistically significant simultaneous effect, indicated by a Pillai's Trace value of 0.784 ($F = 25.769$; $p < 0.05$) and a Wilks' Lambda value of 0.234 ($F = 42.327$; $p < 0.05$). Based on these findings, it can be concluded that the PjBL model assisted by the Canva application is effective in improving learning motivation and IPAS learning outcomes of fifth-grade elementary school students.

Keywords: Project Based Learning, Canva, learning motivation, IPAS learning outcomes.