

**EFEKTIVITAS MODEL *PROBLEM BASED LEARNING* BERBANTUAN
MEDIA CANVA DALAM MENINGKATKAN MINAT BELAJAR
GEOGRAFI SISWA SI SMA NEGERI 1 BUSUNGBIU**

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ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas model *Problem Based Learning* (PBL) berbantuan media Canva dalam meningkatkan Minat Belajar Geografi siswa SMA Negeri 1 Busungbiu. Penelitian didesain sebagai penelitian *Quasi-Eksperiment* dengan *Nonequivalent Control Group Design*. Pengambilan sampel menggunakan *Multystage Sampling* pada kelas yang setara. Hasil penentuan sampel menetapkan Kelas X3 sebagai Kelompok Ekasperimen dan Kelas X4 Sebagai Kelompok Kontrol dengan jumlah siswa masing-masing 29 orang. Pengumpulan data menggunakan metode survei untuk Minat Belajar Siswa dan Metode observasi untuk penerapan Model PBL berbantuan Canva. Data yang terkumpul dianalisis secara deskriptif dan N-Gain score. Hasil penelitian menunjukkan: (1) Model PBL berbantuan Canva dapat diterapkan dalam Pembelajaran Geografi (2) Rata-rata nilai Minat Belajar Geografi siswa pada kelompok Ekasperimen antara sebelum dan sesudah pembelajaran meningkat (3) Tingkat efektivitas Model PBL berbantuan Canva dalam pembelajaran geografi SMA tergolong dalam kriteria 'cukup efektif'. Temuan ini menandakan PBL berbantuan Canva efektif meningkatkan Minat Belajar melalui keterlibatan aktif, visualisasi menarik, dan pengembangan keterampilan digital-kritis walaupun belum maksimal.

Kata kunci: Geografi, Media Canva, Minat belajar, *Problem Based Learning*, SMA.

**THE EFFECTIVENESS OF CANVA'S MEDIA-ASSISTED PROBLEM-
BASED LEARNING MODEL IN INCREASING THE INTEREST IN
LEARNING GEOGRAPHY OF SI SMA NEGERI 1 BUSUNGBIU**

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ABSTRACT

This study aims to test the effectiveness of the Canva media-assisted *Problem Based Learning* (PBL) model in increasing the Geography Learning Interest of SMA Negeri 1 Busungbiu students. The research was designed as a *Quasi-Experimental* research with a *Nonequivalent Control Group Design*. Sampling was done using *Multistage Sampling* in the equivalent class. The results of the sample determination determined Class X3 as the Experiment Group and Class X4 as the Control Group with a total of 29 students each. Data collection used the survey method for Student Learning Interests and the observation method for the implementation of the Canva-assisted PBL Model. The collected data was analyzed descriptively and N-Gain score. The results showed: (1) Canva-assisted PBL models can be applied in Geography Learning (2) The average value of students' Geography Learning Interest in the Experiment group between before and after learning increased (3) The effectiveness of Canva-assisted PBL models in high school geography learning was classified as 'moderately effective'. These findings indicate that Canva-assisted PBL is effective in increasing Learning Interest through active engagement, engaging visualization, and digital-critical skill development, although not at its best.

Keywords: Geography, Canva Media, Learning interests, *Problem Based Learning*, High School.