

ABSTRAK

Luh Eka Puspa Aryani (2026), Efektivitas Model *Project Based Learning* berbantuan Canva berbasis kearifan lokal dalam meningkatkan kreativitas dan kemampuan berpikir kritis siswa pada mata pelajaran IPS di SMP Negeri 7 Singaraja. Tesis, Pendidikan IPS, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: *Project Based Learning*, Canva, Kreativitas, Berpikir Kritis.

Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan aktif siswa, minimnya integrasi kearifan lokal, dan penggunaan media digital yang belum optimal dalam pembelajaran IPS. Penelitian ini bertujuan untuk mengkaji seberapa efektif model Pembelajaran Berbasis Proyek (PjBL) yang berbasis kearifan lokal dan berbantuan Canva meningkatkan daya kritis serta kemampuan kreatif siswa. Penelitian kuantitatif ini mempergunakan *Nonequivalent Control Group Design* dan metodologi kuasi-eksperimental. Sampel terdiri dari 52 siswa kelas VIII SMP Negeri 7 Singaraja yang dikelompokkan menjadi kelas eksperimen dan kelas kontrol. Lembar pengamatan dan tes esai sebagai pengukur data pemikiran kritis dan orisinalitas dijadikan alat pengumpulan data. Uji-t Sampel Independen dan Skor N-Gain digunakan untuk menganalisis data. Sesuai data, skor N-Gain kelas eksperimen untuk kreativitas adalah 0,70 (70%), lebih tinggi daripada skor N-Gain kelas kontrol sebesar 0,20 (20%) yang terkategori rendah. Skor N-Gain kelas eksperimen untuk kemampuan berpikir kritis adalah 0,71 (71%), lebih tinggi daripada skor N-Gain kelas kontrol yaitu 0,18 (18%), yang masuk ke dalam klasifikasi rendah. Temuan ini menunjukkan keefektifan model PjBL dalam menumbuhkan kemampuan berpikir kritis dan kreativitas siswa. Model PjBL secara signifikan memengaruhi kemampuan berpikir kritis dan kreativitas siswa, sesuai hasil Uji-T Sampel Independen. Untuk pengembangan kreativitas dan tingkat daya berpikir kritis siswa dalam pembelajaran IPS di SMP, penelitian ini menyarankan para guru untuk mempertimbangkan penerapan model PjBL.

ABSTRACT

Luh Eka Puspa Aryani (2026), *The effectiveness of the Project Based Learning Model assisted by Canva based on local wisdom in improving students' creativity and critical thinking skills in social studies subjects at SMP Negeri 7 Singaraja. Thesis, Ganesha University of Education, Postgraduate Program, Social Studies Education.*

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Keywords: *Project-Based Learning, Canva, Creativity, Critical Thinking.*

This research is motivated by low student engagement, minimal integration of local wisdom, and suboptimal use of digital media in social studies learning. The current research is designed to evaluate how successfully students' critical thinking and creative skills may be enhanced by a Project-Based Learning (PjBL) paradigm based on local knowledge and supported by Canva. The present quantitative investigation employs a quasi-experimental methodology and a Nonequivalent Control Group Design. There were 52 eighth-graders from SMP Negeri 7 Singaraja made up the study sample; they were split into an experimental class and a control class. An observation sheet and an essay test to gauge critical thinking and originality were used as data gathering tools. The data collected was examined employing the N-Gain Score and the Independent Sample T-test. The outcomes revealed that the experimental class's N-Gain score for creativity was 0.70 (70%), which was more significant than the control class's N-Gain score of 0.20 (20%) in the low category. As it came to critical thinking skills, the experimental class's N-Gain score was 0.71 (71%), which was much higher than the control group's N-Gain score of only 0.18 (18%). These results show how well the PjBL approach fosters students' creativity and critical thinking. The Independent Sample T-Test findings show that the PjBL model has a considerable impact on students' critical thinking and creativity. In order to improve students' creativity and critical thinking abilities in junior high school social studies instruction, this study advises teachers to think about implementing the PjBL model.