Implementing the PjBL (Project Based Learning) Method Using Canva Infographics to Improve Student's Creativity and Multicultural Understanding

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Abstract

The low level of creativity and the understanding of students in the process of learning sociology a problem we are very classical at school. This research has the aims to describe the implementation of the Canva Infographic-based on PjBL (Project Based Learning) method in terms of increasing students' understanding and creativity. This type of research is descriptive qualitative. Data collection techniques used are interviews and documentation. The type of data used is primary and secondary data. The results of this research are that through the Canva Infographic-based PjBL method, students become more active and creative in the learning process because students are a source of learning. Students search for the material to be studied themselves then present and discuss the results of the PjBL that have been done. Students creativity are based on the creativity of students infographics, the originality of the project and the smoothness and flexibility of the presentation and discussion process. The process of learning this project consists of several stages of the student learning process, namely collecting information, doing projects, presenting and discussing. Based on these stages, the PjBL method learning process was successful in increasing students' understanding and creativity.

Keywords: Implementation; Infographics; Creativity; Understanding; Multicultural.

Abstrak

Rendahnya kreativitas dan pemahaman peserta didik dalam pembelajaran sosiologi menjadi masalah klasik di sekolah. Tujuan dari penelitian ini yaitu untuk mendeskripsikan penerapan metode PjBL (Project Based Learning) berbasis Infografis Canva dalam meningkatkan pemahaman dan kreativitas peserta didik. Jenis penelitian ini yaitu penelitian deskripstif kualitatif. Teknik pengumpulan data yang digunakan yaitu wawancara dan dokumentasi. Jenis data yang digunakan yaitu data primer dan sekunder. Hasil dari penelitian ini yaitu melalui metode PjBL berbasis Infografis Canva peserta didik menjadi lebih aktif dan kreatif dalam proses pembelajaran karena peserta didik sebagai sumber belajar. Peserta didik mencari sendiri materi yang akan dipelajari kemudian mempresentasikan dan mendiskusikan hasil dari PjBL yang telah dikerjakan. Kreativitas peserta didik didasarkan pada kreativitas hasil infografis siswa, keaslian proyek dan kelancaran serta keluwesan proses presentasi dan diskusi. Proses membelajaran proyek ini terdiri dari beberapa tahap proses belajar peserta didik yaitu mengumpulkan informasi, melakukan project, mengkomunikasikan serta mendiskusikan. Berdasarkan tahapan-tahapan tersebut, proses pembelajaran metode PjBL ini berhasil dalam meningkatkan pemahaman dan kreativitas peserta didik.

Kata kunci: Implementasi; Infografis; Kreativitas; Pemahaman; Multikultural.

A. INTRODUCTION

Teachers in the Industrial Revolution 4.0 era are not only tasked with transferring knowledge to students, but they are also expected to develop creative and innovative learning that is adapted to the challenges of learning in the twenty-first century. As digital technology advances, education must emphasize not only knowledge but also skills and creativity in the use of digital technology media. The quality of education can be determined by two factors: the quality of processes and products (Sari & Angreni, 2018). Creativity is a proclivity to self-actualize, to realize potential, to develop and mature, and to activate all of the organism's abilities (U Munandar, 2004). According to Permendikbud no. 22 of 2016, the educational process, specifically learning, must be interactive, challenging, inspiring, and fun in order to motivate students to participate actively and provide opportunities for students to develop creativity (Sinta et al., 2022). Creativity is the experience of expressing and cultivating one's individual identity in a holistic way in relationships with oneself, nature, and other people. The creativity in question is one that is born and occurs during the sociology learning process that students in the classroom go through when working on infographic projects using the Canva

application. It is hoped that students will be more active, creative, and capable of comprehending multicultural learning material with optimal results.

Technological advancements have an indirect impact on learning processes and models. The learning process has shifted from teacher-centered to student-centered, implying that teachers must be proactive in tracking students' changes and developments. The use of technology in learning is accomplished by utilizing various applications that can be used as learning facilities and infrastructure, allowing for critical, active, creative, innovative, and fun learning. As a result, creative educators who can help students develop their creative potential are in high demand (Aryani, 2022).Teacher factors include how the teacher communicates material to students and how accurate the teacher is in selecting learning strategies (Khoiriyah & Pratikto, 2021). Canva Infographics is one application that can be used in the learning process to increase students' understanding and creativity about multicultural material.

The Globalization Era's rapid technological advancement makes it crucial to teach kids about multiculturalism in greater depth. But if the younger generation lacks a solid grasp of multicultural society, Indonesia's diversity of cultures could be a source of strife. The cultural diversity present in Indonesian society is a source of the country's strength and riches. Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural evolution. The term "cultural diversity" can also refer to having different cultures respect each other's differences. Indonesian society is made up of several different ethnic groups, making it a plural society (Hidayat, 2013). The ethnic, religious, and cultural diversity inside Indonesia is one example of the country's diversity. A vast archipelago of more than 17,000 islands, Indonesia is a land of contrasts, fiery volcanoes and peaceful seas, crowded cities and distant plantations, modern high-rises and crumbling temples, Komodo dragons and countless tropical birds, young people on scooters wearing brightly-colored sarongs and batik shirts. More than 300 ethnic groups and cultures, with dozens of languages, different social and cultural backgrounds with European, Middle Eastern, and Asian influences make up the unique society of Indonesia and Indonesian culture. However, the existing diversity frequently leads to discrimination, which leads to conflict and violence. Conflicts in the Indonesian state are frequently caused by differences in interests and backgrounds, such as ethnicity, ethnicity, and religion. As a result, one of the efforts that can be made is through education.

Multicultural education is an important fundamental skill that students at all levels of education must learn. It is hoped that through multicultural education, students will become aware of their culture, respect existing cultural differences, and maintain and preserve their

culture. Multiculturalism is an ethos that must be developed and improved in quality in the Indonesian context (Fitrianto, 2019). In this regard, multicultural education is concerned with the understanding of the diversity that exists in society, particularly that which exists in students, including character, gender, talent, learning style, and work speed (Alfatah & Seviyanti, 2022). Multicultural learning is a teaching and learning practice that seeks to accept, acknowledge, and preserve human diversity in terms of gender, race, and class (Sumardi, 2009). According to Dawam, multicultural education is a process of developing all human potential while respecting plurality and heterogeneity as a result of cultural, ethnic, ethnic, and belief (religious) diversity.

According to the author's observations in class XI IPS 5, the problems that affect students' creativity and learning outcomes, particularly in sociology, are the use of a monotonous learning model and minimal practice. As a result, students become bored and lazy to participate in learning. As a result, student learning outcomes will suffer. Furthermore, sociology material is often dense and perceived to be heavy on memorization, making students even less inclined to study sociology material. Students' learning processes are greatly influenced by learning processes that are less enjoyable, boring, and monotonous. Because the teacher only focuses on delivering the material, the less interesting the learning media used by the teacher in the learning process. Some of the aforementioned factors cause students to be reluctant to participate in learning and to believe that sociology is a dull subject.

The success of the 2013 curriculum in producing a superior generation is inextricably linked to an increase in student-centered learning (Fitri et al., 2018). Teacher-centered learning is less effective at increasing student enthusiasm for learning, and student sociology learning outcomes are also subpar. As a result, with today's learning, namely the student center, teachers must be able to create technology-based learning that is capable of improving students' skills and creativity in the learning process, so that learning sociology is no longer a boring lesson. The Project Based Learning (PjBL) method is a project-based learning method that tries to connect technology with learning materials that students are studying. Project-based learning is an all-encompassing teaching strategy that engages students in cooperative and ongoing investigative activities (D. Harianto Warsono, 2013). Project-based learning is a learning model that allows teachers to manage classroom learning by involving a learning activity that leads to the completion of a project. On this occasion, the author chose the PjBL model with Canva Infographics as the learning method to increase creativity and multicultural understanding in Class XI IPS 5 SMAN 1 Ciruas.

B. Discussion

Schools are the ideal setting for instilling and disseminating values because they serve as a vehicle for educating the nation's next generation (Januarti et al., 2019). The study of project-based learning in Sociology in the high school setting is intriguing because it is based on the currently used curriculum, namely the Independent Curriculum. Project-based learning is one of the learning models used in schools to implement the independent curriculum. Project-based learning is one of the independent curriculums learning methods that uses project creation as an activity in the learning process. The Project Based Learning learning model, according to the Buck Institute for Education, is a systematic teaching method that involves students in learning knowledge and skills through a structured process, real and thorough experience designed to produce products. Later in the learning process, students will be given the freedom to engage in exploration, observation, assessment, and interpretation activities in order to gain new knowledge, skills, and good social attitudes. An effective teacher will promote learning by actively involving students in activities such as writing, reading, and behaving. Thus, it is hoped that students will be able to transform it into social action, specifically in their everyday behavior (Hanum & Rahmadonna, 2010). The learning process is essentially an interactive activity between the teacher and students in which they engage in interactions that require reciprocity in order to determine the extent of understanding of the material being delivered (Anggraini & Wulandari, 2021).

This study aims to present an effort to improve students' multicultural understanding in class XI sociology learning by using the Project Based Learning method for students in Class XI Social 5 SMA Negeri 1 Ciruas, Serang, Banten. The election at SMA Negeri 1 Ciruas was used as a research target in order to instill more deeply multicultural values, particularly at the high school level, where students had already entered the adult phase and would soon enter real community life. In addition, SMA Negeri 1 Ciruas is one of the affirmative schools that welcomes student exchanges from Papua. This is due to the diversified atmosphere that public schools have. As a result, SMA Negeri 1 Ciruas students come from a variety of ethnic backgrounds, as well as from many religions, civilizations, and societies. They also have a variety of customs and habits. It is anticipated that children would discover and learn to value togetherness, tolerance, mutual respect, respect for others, and love of peace with a good intercultural understanding. It is believed that the interactions and conduct among students that have evolved into a culture would give rise to multicultural ideals, as they have learnt in sociology lectures. It is intended that these pupils will grow up to be members of the younger

generation who, while living in a multicultural society, have positive attitudes and personalities, act in accordance with societal values and conventions, and enjoy peace and prosperity.

This research is a descriptive research with a qualitative approach. According to Lambert (dalam (Rosyada, 2020)) qualitative descriptive research is research that is able to produce a comprehensive research summary. Descriptive research is done by collecting data through research subjects (Rosyada, 2020). Qualitative research is research that aims to understand a social phenomenon through in-depth interaction and communication processes (moleong dalam Rosyada, 2020). This research study focused on efforts to increase the creativity and multicultural understanding of students in Class XI sociology learning through the PjBL (Project Based Learning) method in SMA Negeri 1 Ciruas Class XI IPS 5 students. The following data collection technique was used: interviews, in which researchers interviewed sociology teachers at SMA Negeri 1 Ciruas and students from class XI IPS 5 at SMA Negeri 1 Ciruas. Documentation, specifically by reviewing administrative data of Sociology learning at SMA Negeri 1 Ciruas, such as daily journals, lesson plans, syllabus, annual program, semester program, Sociology Package Book for Class XI used by teachers and students, and documentation of teaching and learning activities in Class XI IPS 5, SMA Negeri 1 Ciruas, Serang Regency, Banten.

This study relied on both primary and secondary data sources ((Rosyada, 2020)). The primary data obtained from SMA Negeri 1 Ciruas is in the form of a learning process that has been tailored to the plans that were developed prior to learning activities, attitudes, behavior, speech, and student skills. The findings of the primary data observations are expected to serve as a reference and contribute to the achievement of the study's objectives. Thus, the process of multicultural education in sociology learning at SMA Negeri 1 Ciruas can be understood in concrete and detailed terms. Secondary data was gathered from supporting sources such as interviews with sociology teachers and students in Class XI IPS 5, as well as archives and documentation of students' project results in Class XI IPS 5, SMA Negeri 1 Ciruas.

1. **The Implementation of the Infographic-Based PjBL Method in Sociology learning of Multicultural Society Materials**

Students sometimes consider sociology to be one of the most uninteresting courses to study. This is due to the fact that studying sociology involves a lot of reading and memorizing of information, as well as little practice. The teacher-centered learning approach also forces students to pay more attention to the teacher lecturing, which makes them bored, lazy with learning, and tired, which results in a low level of understanding of the subject matter.

The implementation of the PjBL method based on Canva infographics is here to be one of the solutions in solving sociology learning problems such as the role of students who are passive, get bored quickly when receiving learning, are indifferent, and less interactive in the learning process. As a result, implementing cooperative learning through the PjBL method based on Canva infographics is capable of creating a more lively and enjoyable learning environment, thereby increasing students' creativity and understanding of multicultural society material in a comprehensive manner.

Canva infographics are one of the interactive features included in one of the Canva application's features. This infographic feature aims to present information in visual form, namely text and images, in order to make it easier to understand. Infographics Canva is a popular online design platform because it has a large number of infographic templates that can be downloaded and used for free or for a fee. It is very simple to use; students can either use existing and preferred templates or create their own templates. nfographics are used to visually share complex numeric or written information in one glance. The learner will start by gathering the information and goals for creating an infographic and then walk through each step of creating the infographic in Canva. By the end, the learner will have the ability to share a complete infographic.

The following are the simple steps for creating Canva infographics: 1) Launch the Canva.com app. 2) Open the Canva app and sign in. 3) Type infographics into the search field. 4) Select an infographic template that you like, or create your own. 5) Begin creating/editing infographic templates based on the information to be created/delivered. 6) Use this space to express your creativity. The Canva tools on the left allow you to change the font, font color, text, and images. 7) Download the infographic design results by selecting the appropriate file type (JPEG, PNG, PDF etc.). Students must first prepare any information they wish to convey, select the appropriate template, then design the infographic with an appealing layout, eye-catching colors, and a match between the design and the information conveyed. It should also be noted that the proportions of the images and writing must also match in order to make the infographic display more attractive.

The steps of the learning process implementation using the Canva-based infographic The PJBL method begins with preliminary activities and progresses to core and closing activities. The following are the specifics for each activity:

a. Planning Activity

Before beginning the learning process, the teacher creates the RPP and pre-test and post-test questions during the planning activity. Pre-test and post-test questions are used to assess students' understanding before and after using the PJBL method. The purpose of the pretest is to determine the extent of students' initial understanding of multicultural community material. The Quiz application is used for pre-testing using digital technology. The pretest consists of ten questions with a time limit of fifteen minutes. According to the pre-test results, only ten of the thirty-nine students have a value greater than KKM (minimum completeness criteria). KKM has been determined to be seventy-five. That is, students' initial sharing of multicultural community material is still very low.

In this step, students collect information for making infographics by searching from various sources, both from sociology textbooks, the internet, e-books, YouTube, etc. This is because the learning process now requires students to be active so that students find their own materials needed. after getting the material needed, the students then made Canva infographics according to their respective creativity, but did not leave the contents of the multicultural society material that had been determined at the beginning.

b. Implementation Activities/ Doing the project

There is a sub-material in the Sociology learning material that discusses multicultural society in detail, beginning with the dynamics of Indonesian society, efforts to create a multicultural society, factors influencing the need for a multicultural society, and the benefits of a multicultural society (Dra Kun Maryati dan Juju Suryawati S, 2006). Multicultural learning for students aims to emphasize students' understanding of social and cultural diversity in society. Cultural diversity in society shapes a person's interaction patterns, attitudes, and thoughts, resulting in a distinct value or culture that distinguishes him from others (Puspitasari et al., 2012). However, the differences that exist can sometimes lead to societal divisions or conflicts. This is because individuals in society lack mutual acceptance, respect, and understanding.

In the core activities or activities of learning implementation, the teacher instructs students to create infographics about multicultural community material, specifically the tribes of Indonesia. The teacher has prepared a list of twenty tribes in Indonesia, including Javanese, Sundanese, Batak tribes, Betawi tribes, Dayak tribes, Asmat tribes, Bugis tribes, Madura tribes, Minang tribes, Baduy tribes, Balinese tribes, Ambon tribes, Gayo Tribe, Tengger Tribe, Sasak Tribe, Sumbawa Tribe, Flores Tribe, Toraja Tribe, Osing Tribe and Mandar. Furthermore, students are divided based on the number of tribes present and then work on infographics

about the tribes discovered. When given this project assignment, all students work happily and enthusiastically on this infographic assignment, and no students appear bored or sleepy. Working on this project assignment will take one hour of study time (1x45 minutes).
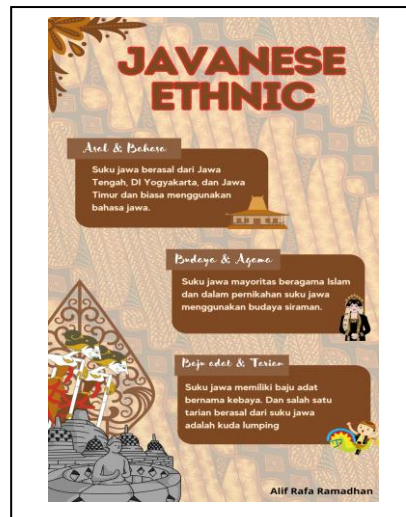

Figure 1. One of the Student Infographic PjBL Results

Furthermore, after completing the infographic project, students give presentations to present the project's results about multicultural communities. There is also a question-and-answer session during the presentation activity to deepen students' understanding of multicultural society, particularly the diversity of tribes in Indonesia. Presentation activities went smoothly, and students appeared to be very excited to ask each other questions and present their arguments.

c. Closing Activities / Evaluation

The final task is closure. The teacher gives the students the post-test instructions during the closing exercises. Once students complete PJBL, post-test activities in the form of infographics attempt to gauge the depth of students' understanding of multicultural community information. The Quizizz application, like the pretest, is used to administer the post-test. According to post-test results, thirty students from class XI IPS 5 have values that exceed KKM. That is, after students complete this Canva infographic-based PjBL, their understanding improves. Previously, only ten students passed the KKM, but after completing the PJBL method based on the Canva infographic, thirty students passed the KKM. Thus, this Canva infographic-based PjBL learning is successfully used to increase students' multicultural understanding.

2. Students' Creativity and Multicultural Understanding

a. Student Creativity

The use of the PjBL method with Canva infographics has been shown to increase student creativity. The PjBL method, which is based on Canva infographics, has been shown to make learning fun and enjoyable. The ability of educators to teach encourages students to express their creativity. It can be seen that students are inventive when it comes to completing infographic assignments. Students can design and select infographic templates well and creatively, not only by providing information in the form of written text but also by providing supporting information in the form of pictures, so that readers are more aware of the information conveyed by Tribes in Indonesia. Students must also appear serious and focused when working on this project in order for them to complete their tasks successfully. Concentration is key to ensuring that the outcomes of an infographic project are optimal.

Students' creativity can be found in several categories, including: 1) Fluency, students are able to convey a large number of ideas precisely and quickly. In terms of thinking fluency, the teacher emphasizes quality over quantity in this learning process. Students can complete assignments independently when creating Canva infographics, beginning with gathering information/material, finding appropriate supporting images, determining designs and templates that are appropriate to the material, and compiling it into a beautiful and informative work that can impress the original reader who does not know about the information to know and understand it. 2) Flexibility, students who are flexible are able to adapt to a variety of situations that may arise. Specifically, the ability to solve problems in a variety of ways, the ability to generate brilliant ideas, the ability to produce a variety of answers or questions, and the ability to see problems from various perspectives. In order to complete the Canva Infographic project, students must generate creative ideas. Almost all students appear to be attempting to complete Canva Infographics projects as efficiently as possible; even students are seen assisting one another when other friends are experiencing difficulties. 3) Originality or authenticity. Students can create projects on their own without copying or plagiarizing the work of others. The variety of students' work demonstrates original project results. This is because Canva's infographics are created based on students' ideas and creativity, so students will undoubtedly have different ideas and creativity; additionally, the availability of many templates in the Canva application and students' ability to create templates independently results in minimal use of templates that are the same among students.

Student creativity assessment criteria are derived from the results of students' PJBL, specifically infographic results, assessment results at the time of the presentation, and question

and answer activities. The assessment is carried out not only by the teacher, but also by friends or assessments between friends. There are three criteria for evaluation: 1) fluency or smoothness, 2) flexibility or adjustable, and 3) originality or authenticity. The results of aspects 1 and 2 were obtained during the presentation, and aspect 3 was evaluated based on the results of the infographic students.

b. Multicultural Understanding of Learners

SMA Negeri 1 Ciruas is a multicultural school. This is supported because SMA Negeri 1 Ciruas is an affirmation school with students from Papua. Because the students here are of various races, ethnicities, and tribes, their language, culture, and abilities also vary. In order for students to appreciate one another, respect one another, and be in solidarity with all kinds of variety that exist, multicultural education is crucial in this school. This is done to ensure that students grasp what intercultural diversity is in addition to simply being aware of it.

Understanding cannot be separated from psychological elements such as learning motivation, concentration, and student actions and reactions in the learning process. Students must be able to develop ideas, ideas, facts, and existing skills as a subject of learning. Furthermore, students are expected to be able to compile and organize the information presented above into a logical pattern, allowing them to study various data in a coherent and understandable manner. Understanding implies that students can comprehend existing material. Understanding is not the same as memorizing. If students are asked again in the near future, for example, one or two days, it is likely that they will forget, but if students understand, the material will be remembered and made an impression for a long time.

Students' comprehension of Multicultural Society Material can be seen in the work process, project results, presentations, and interview results with researchers and students. Students become more active and able to understand learning Sociology of multicultural society material well through Canva's infographic creation project because the material is presented in an interesting, clear, and illustrated way that helps students understand more about this multicultural society. As a result, students can apply their multicultural understanding to life at school, which is also a multicultural school.

According to the findings of the interviews, Canva's Infographic project activities are a helpful factor in increasing students' understanding. Unlike any other free graphic design software, an advantage of Canva is that the software allows every element to be adjusted with transparency. From backgrounds and images to icons and logos, many cool visuals can be formed using this tool, including captivating overlays and textured effects. This is due to the fact that in project activities, students are required to independently search for material,

images, and templates related to multicultural society material. Students are indirectly invited to read the material, filter/select the appropriate material in detail, and look for appropriate and appropriate material supports through this process. This requires students to do more than just read and memorize material; they must also understand what is important and what is not. As a result of the screening process for this material, students are invited to comprehend the material in depth and detail.

The active role of students and the ability of the teacher to develop interesting, innovative, and creative learning methods, one of which is implementing the Canva Infographic-based PjBL method in the process learning so that learning is more meaningful, interesting, and increases students' understanding, are supporting factors in the implementation of the Canva Infographic-based PjBL method for students in Class XI IPS 5 of SMA Negeri 1 Ciruas. Students are directly involved in the process of collecting, selecting, and compiling information about multicultural society, rather than simply listening to the teacher lecture. Students have gained not only skills and creativity, but also a deep understanding as a result of the process of searching for information, reading, and filtering important and unimportant information.

Meanwhile, the impedimen included teachers who were less creative in their project instructions and students who did not bring cell phones to school. Efforts are being made to overcome obstacles in the implementation of the PjBL method based on Canva infographics, specifically educators are expected to continue attending training on digital-based learning methods so that learning is always structured in an interesting, creative way that keeps abreast of the latest technological developments. Students who do not have cellphones can complete their assignments in the school computer lab, which has an internet connection.

In addition to enhancing student learning results, comprehending multicultural society has advantages for students that are important for building relationships with both the school setting and a diverse/multicultural community context. This project is also an indirect socialization process in schools for multicultural education. Students who have understood the diversity of a multicultural society, as in SMA Negeri 1 Ciruas, can then apply their understanding to socialize with friends in a multicultural school. One of them is through the application of the values of respect, honor, and tolerance.

C. Conclusion

Based on the research and discussions in this research, it is concluded that the use of the PJBL method with a Canva infographic on the subject of multicultural society in this study, students become more active and creative in the learning process because students are a source of learning. Students search for the material to be studied themselves then present and discuss the results of the PjBL that have been done. The process of learning this project consists of several stages of the student learning process, namely gathering information, doing projects, presenting and discussing. Based on these stages, the PjBL method learning process was successful in increasing students' understanding and creativity.

This research was successful in increasing students' understanding of the topic of multicultural society. As a result, only ten students receive a score of seventy-five or higher on the pre-test, while thirty students receive a score of seventy-five or higher on the post-test (KKM). That is, after using this Canva infographic to learn with the PJBL method, students' multicultural understanding improves. This demonstrates that the PJBL method is highly appropriate and effective in increasing students' understanding of the topic of multicultural society. Students' creativity has a high value. This is based on a measure of students' creativity, specifically 1) fluency or smoothness, 2) flexibility or adjustable, and 3) originality or authenticity. At the time of the presentation, the results of the assessment of aspects 1 and 2 were obtained, and aspect 3 was assessed based on the results of the students' infographic.

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