

***THE EFFECT OF THE PROBLEM BASED LEARNING (PBL) MODEL
ASSISTED BY CANVA ON IMPROVING STUDENTS' CONCEPTUAL
UNDERSTANDING IN ELEMENTARY SCHOOL IPAS LEARNING***

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ABSTRACT

This study is motivated by the issue in elementary schools in Sumedang Regency regarding the low conceptual understanding of Science, Environment, Technology, and Society (IPAS) among fifth-grade students at SDN Ketib. This issue arises due to the lack of innovation by teachers in applying learning models and media, resulting in less engaging and monotonous learning experiences. The use of the Problem-Based Learning (PBL) model assisted by Canva in IPAS learning is expected to influence students' learning motivation and thus improve their academic performance. This research employs a quantitative method with a quasi-experimental type and a Nonequivalent Control Group Design. The normality test results showed a significance value of $0.106 > 0.05$ for the experimental class and $0.014 > 0.05$ for the control class, indicating that the data in both classes were normally distributed. The homogeneity test for the pretest data showed a significance value of $0.617 > 0.05$, and for the posttest data, a value of $0.534 > 0.05$, indicating that both datasets were homogeneous. The hypothesis test showed that the significance value was $0.001 < 0.05$, which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the Paired Sample t-test obtained significant value results (2-tailed) on the pretest and posttest results in the control and experimental classes, namely $0.001 < 0.05$ means that H_0 is rejected and H_a is accepted, thus it can be concluded that there is a significant influence of the use of the *Problem Based Learning* model assisted by Canva to improve students' conceptual understanding in elementary school science learning.

Keywords: *Problem Based Learning* model, *Canva* media, Conceptual Understanding, IPAS.