

The Implementation of Project-Based Learning Assisted by Canva to Improve Students' Collaboration and Communication Skills

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Article Info: Accepted: 10 June 2025; Approve: 15 June 2025; Published: 30 June 2025

Abstract: This study aims to describe the implementation of the Project-Based Learning (PjBL) model assisted by Canva in improving students' collaboration and communication skills in the Civics Education (PPKn) subject at SMP Negeri 1 Bungku Timur. The background of this research is based on the low level of students' active participation in the learning process, particularly in aspects of group work and expressing opinions. This research employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research subjects were 24 seventh-grade students of class VII B. The results showed that the implementation of the Project-Based Learning model assisted by Canva proved effective in enhancing students' collaboration skills. This was reflected in students' active involvement in group task division, discussion, and joint project completion. Students demonstrated positive development in terms of participation, mutual assistance, and responsibility for their respective tasks. The learning process that emphasized teamwork fostered a more open, communicative, and supportive learning environment. In addition, the PjBL model assisted by Canva was also able to improve students' communication skills. Students became more confident in expressing opinions, using proper and polite language, and presenting project results clearly and structurally. The learning process involving the use of Canva provided students with a creative space to organize ideas visually, making it easier for them to convey messages to the audience. This indicates that the integration of technology into learning can significantly support the development of students' communication skills.

Keywords: Project Based Learning; Canva; Collaboration; Communication; Civic Education.

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Introduction

21st-century education requires students to master what is known as the 4Cs: critical thinking skills, communication skills, creativity skills, and collaboration skills. Students' collaboration skills can be assessed by assigning them various tasks that involve processes such as goal setting, planning, designing and selecting strategies, testing solutions, and revising plans. A suitable learning model for such activities is Project-Based Learning (PjBL). According to Rahayu et al. (2019), problem-solving, critical thinking, collaboration, and communication skills are among the essential competencies of the 21st century. Collaboration is one of these vital skills. In the learning process, collaboration refers to a form of teamwork where individuals assist and work together to accomplish specific tasks toward a shared goal.

Consistent with this view, collaborative learning is considered a key to success in 21st-century education because it supports the development of critical skills students need to face complex global challenges. Learning that actively involves collaboration provides richer experiences and encourages students to become more adaptive, creative, and communicative. According to Saleh (2020), collaboration is "a pattern and form of relationship between

individuals or organizations who are willing to share, fully participate, and mutually agree to take joint action by sharing information, resources, benefits, and responsibilities in joint decision-making to achieve common goals or resolve shared problems.”

Collaboration skills are also described by Sunbanu, Mawardi, and Wardani (2019) as “a learning process carried out together to balance differing viewpoints and knowledge, participate in discussions by offering suggestions, listening, and supporting one another.” These perspectives are reinforced by Gray’s (2017) Collaboration Theory, which states that collaboration can enhance both collaborative and communication skills among individuals and organizations.

In the context of collaboration, communication is key to success. Students must be able to clearly and structurally convey ideas, opinions, and information to effectively cooperate within a group. Without good communication, collaboration is hindered, and group objectives may not be achieved. This means every group must be capable of expressing their perspectives and listening to others in order to achieve a deeper understanding.

Based on interviews with students, it was found that their main challenge in learning is the lack of confidence to express their opinions, speak in front of classmates, or respond to teachers’ questions. This is due to students’ inadequate communication skills. Communication skills are crucial for students to process incoming information and deliver it accurately to create meaningful learning experiences. With strong communication, students can actively participate in the learning process.

Overall, low levels of student engagement can hinder the overall learning process. Therefore, it is essential to create a learning environment that promotes active participation and engagement to improve motivation, conceptual understanding, social skills, and critical thinking. Students need to collaborate and communicate effectively during learning. To fulfill this expectation, a suitable learning model must be implemented to improve students’ active participation. One such model is Project-Based Learning (PjBL).

PjBL is a learning model that focuses on product or performance development, where students work in groups, conduct research or investigation, solve problems, and synthesize information (Corebima in Vebrianto, 2021). PjBL uses an instructional approach grounded in teaching and learning activities where students are faced with real-world problems, search for solutions, and work on projects together in teams to solve those problems (Meirawati & Kresnawati, 2023).

To support Civics Education (PPKn) in becoming more engaging, creative, and capable of increasing student participation, particularly in the Society 5.0 era, educational activities can incorporate the use of technology. The integration of technology into the learning process has become a primary focus for all educational stakeholders, as it is considered a crucial factor in improving the quality of education (Irdalisa et al., 2022). To make the PjBL model in Civics more interesting, teachers can apply PjBL supported by technology. One such technological tool that can be used in PjBL is Canva. With advancements in technology, Canva has become one of the most popular and user-friendly applications for creating visual content. Canva offers a variety of features and templates that allow users to create graphic designs, presentations, infographics, and other instructional materials in an attractive and professional format (Irdalisa et al., 2022). In teaching and learning, Canva can be used for educational presentations that offer various design types. In designing, one only needs to input text, images, and select from the available graphic design styles, templates, and page numbers as desired (Dewi et al., 2021).

Aligned with this, Civics and Pancasila Education (PPKn) plays a strategic role in shaping students' character at the junior high school level. Through PPKn, students are expected to develop democratic, critical, and participatory attitudes, which serve as the foundation for them to become responsible citizens. Branson (1999) (in Putri et al., 2021) emphasized the importance of civic education as a top priority because there is no more important task than developing citizens who are knowledgeable, skilled, and possess the character aligned with fundamental and democratic values. In other words, PPKn is not just about understanding basic citizenship concepts, but also about instilling national values in everyday life.

Based on my observations, there are essentially no inactive students—they are good, intelligent, diligent, and persistent children. They come to school on time, behave politely toward teachers and peers. The same goes for teachers—they are competent in their respective fields. However, based on classroom observations, students showed no response during the learning process. They tended to be passive when asked questions by the teacher. When something was unclear, the teacher encouraged them to ask, but none of the students did. It was also observed that students did not take notes on important materials. I inquired with a colleague (the relevant teacher) and interviewed them to understand why this occurred. My colleague responded, “That’s just how it is. Students who don’t understand tend to stay quiet and don’t respond to the material presented by the teacher. Even when the teacher engages them in Q&A sessions, they remain silent and lack the initiative to take notes on difficult subjects.” This condition will certainly affect students’ learning outcomes, preventing Civics Education from achieving its ultimate goal of shaping students who can actively participate in community and national life.

Based on the above explanation, it is necessary to implement a learning model. One approach is to apply Project-Based Learning (PjBL) assisted by Canva. The objectives of this research are: (1) To analyze the effectiveness of implementing Canva-assisted PjBL in improving students' collaboration skills in Civics Education at SMP Negeri 1 Bungku Timur. (2) To analyze the effectiveness of implementing Canva-assisted PjBL in improving students' communication skills in Civics Education at SMP Negeri 1 Bungku Timur.

Theoretical Review

Project-Based Learning (PjBL) is a learning model that provides students with the opportunity to explore a topic or concept through real-world projects or integrated tasks relevant to everyday life. In this approach, students are given the responsibility to solve problems, conduct investigations, and produce a product or presentation that demonstrates their understanding of the learning material. The projects assigned to students typically involve complex tasks that require problem-solving, collaboration, critical thinking, communication, and the application of knowledge and skills in authentic contexts. (Nurhidayah, I., et al., 2021).

Collaboration skills relate to the ability to build relationships with others, show mutual respect, and participate in activities aimed at fostering connections and teamwork to achieve shared goals (Le, Janssen & Wubbels, 2017; Sari, Prasetyo & Setiyo, 2017).

Baird stated that communication is the process of transmitting and receiving an individual's thoughts through symbols to others. (Baird, as cited in Daryanto, 2011). Meanwhile, Gerad E. Miller defined communication as a situation in which a source intentionally sends a message to a receiver with the purpose of influencing the receiver's behavior (Miller, as cited in Daryanto, 2011).

Method

This research employs a descriptive qualitative approach. A descriptive qualitative approach is a research method aimed at providing an in-depth and detailed description of a phenomenon without focusing on statistical calculations. In this study, the researcher will collect data narratively through observations, interviews, and documentation to provide a clearer and more comprehensive picture of a particular phenomenon or event (Sugiyono, 2022). The research will be conducted at SMP Negeri 1 Bungku Timur, located in Morowali Regency. The subjects of this research consist of 24 students. The stages of this research include: pre-research, implementation, and report writing. The data collection techniques used in this study include observation guidelines, interview guidelines, and documentation.

Results and Discussion

1. Results

The implementation of the Project-Based Learning (PjBL) model assisted by Canva in enhancing students' collaboration skills was observed based on five indicators: (1) the ability to collaborate in dividing project tasks, (2) active contribution in group discussions, (3) respecting the opinions of other group members, (4) assisting group members who are facing difficulties, (5) completing group tasks on time. Based on the observations conducted, the results showed that students' collaboration skills improved from the first observation to the third observation. The results are presented in Table 1.

Table 1. Mean Scores of Students' Collaborative Abilities

No.	Observation	Mean Score	Category
1	Observation 1	2,32	Good
2	Observation 2	3,02	Good
3	Observation 3	3,85	Very Good

Table 1 shows that students' collaborative skills increased over time. In the first observation, the average score was 2.32 (categorized as sufficient). The second observation showed an increase to 3.02 (good), and a more significant rise was seen in the third observation with a score of 3.85 (very good). To provide a more comprehensive view of the students' collaborative progress, a recap of the five collaborative indicators from all three observations is shown in Table 2.

Table 2. Recapitulation of Achievement per Collaborative Indicator

Indicator	Observation 1	Observation 2	Observation 3	Mean Score	Category
1	2,33	3,00	3,88	3,07	Good
2	2,38	3,00	3,92	3,10	Good
3	2,33	3,04	3,79	3,05	Good
4	2,25	3,00	3,83	3,03	Good
5	2,29	3,04	3,83	3,05	Good

These results indicate a consistent and significant increase across all indicators. For example, the indicator of dividing tasks improved from 2.33 (sufficient) in the first observation to 3.00 (good) in the second and 3.88 (very good) in the third. The same pattern occurred for the other indicators. This shows that students gradually became more accustomed and comfortable working in groups, sharing roles, and taking responsibility for completing projects collaboratively. This improvement demonstrates that the Canva-assisted PjBL model has a positive impact on

students' ability to work effectively in teams. The collaborative nature of project activities requires students to engage in discussions, divide roles, and complete group assignments together.

In addition, interview data supports the observation findings. For example: Amira Azzahra said, "I feel my skills, especially in creative thinking and communication, have improved." Alfian mentioned, "I'm very happy because project-based learning made me more active and engaged. I feel freer to be creative and work with my friends in the group." However, not all students found the process easy. Adit stated: "I had difficulty with this method because I'm not yet familiar with using Canva. I prefer when the teacher explains and we take notes." This suggests that although most students experienced improvements in collaboration, some still faced challenges in adapting to this learning model.

Students' communication skills during the implementation of the Project-Based Learning (PjBL) model assisted by Canva were observed using an observation sheet covering several key indicators, namely: (1) the ability to convey ideas or opinions clearly and structurally, (2) the use of polite and understandable language, (3) the ability to listen to others' opinions, (4) the provision of constructive responses or feedback, and (5) the ability to effectively present project results to an audience. Based on the observations conducted, the results showed that students' communication skills improved from the first to the third observation. The observation results can be seen in Table 3.

Table 3. Mean Scores of Students' Collaborative Abilities

No.	Observation	Mean Score	Category
1	Observation 1	2,32	Good
2	Observation 2	3,33	Good
3	Observation 3	3,65	Very Good

According to Table 4.3, the observation results show a significant improvement in students' communication skills. In the first observation, the average score was 2.32 (categorized as sufficient), then increased to 3.33 in the second observation (categorized as good), and reached 3.65 in the third observation (categorized as very good).

The observed indicators included the ability to express ideas clearly and structurally, use polite and understandable language, listen to others' opinions attentively, and provide appropriate responses. To provide a more comprehensive picture of students' communication development, a recap of the achievement of the five communication indicators from the three observations was conducted. The results of the analysis show consistent and significant improvement in all indicators. This can be seen in Table 4.

Table 4. Recapitulation of Achievement per Communication Indicator

indicator	Observation 1	Observation 2	Observation 3	Mean Score	Category
1	2,29	3,29	3,71	3,10	Good
2	2,29	3,21	3,54	3,01	Good
3	2,33	3,46	3,79	3,19	Good
4	2,25	3,29	3,71	3,07	Good
5	2,46	3,38	3,67	3,17	Good

Based on Table 4, in the aspect of communication, indicators such as conveying ideas and opinions clearly and using polite language showed significant improvement. For instance, the indicator "expressing ideas" increased from 2.29 (sufficient) to 3.29 (good) and eventually reached

3.71 (very good). Other indicators—including expressing ideas clearly and structurally, using polite and understandable language, attentively listening to others' opinions, providing constructive responses or feedback, and effectively delivering project results to an audience—also demonstrated positive progress.

This indicates that students not only improved their verbal expression of ideas, but also enhanced their ability to listen and respond constructively. Interview results revealed that the use of Canva made it easier for students to express their ideas. Angga stated: “I can be more explorative compared to just listening to theory in class. I feel satisfied with the final result.” Meanwhile, Amira Azzahra added: “I feel more confident when presenting project results because the visual presentation is more appealing.” Students also recognized a significant difference between the PjBL model and conventional teaching methods. Alfian remarked: “Usually, learning is centered on the teacher explaining the material, but with PjBL, we are more active in searching for information and working independently.”

These statements indicate that students became more active, confident, and involved in the process of delivering information. Through Canva's engaging visuals, they not only learned how to communicate their messages effectively, but also how to organize information logically and aesthetically.

The documentation of student project outcomes was collected as a form of output from the implementation of Project-Based Learning (PjBL). Students created products in the form of digital posters, presentations, and campaigns on Pancasila values using Canva as the media tool. The following is visual documentation showcasing the students' group project work:



Figure 1. Poster of Project Output – Group 1



Figure 2. Poster of Project Output – Group 2



Figure 3. Poster of Project Output – Group 3



Figure 4. Poster of Project Output – Group 4



Figure 5. Poster of Project Output – Group 5

2. Discussion

The results of this study show that the implementation of the Project-Based Learning (PjBL) model assisted by Canva has a significant impact on improving students' collaboration skills. This is reflected in the increased observation scores across five indicators: (1) the ability to collaborate in dividing project tasks, (2) active contribution in group discussions, (3) respecting the opinions of other group members, (4) assisting group members experiencing difficulties, and (5) completing group tasks on time. All these indicators showed consistent improvement from the "sufficient" category in the first observation to "very good" in the third observation.

This improvement indicates that the application of the PjBL model successfully created a collaborative learning environment where students were not only required to complete tasks together, but also to understand their roles and contributions within the team. The PjBL steps—which include formulating essential questions, designing project plans, creating schedules, monitoring students and project progress, checking student activities during the project, and integrating information and communication technology (ICT) using Canva—encouraged students to work actively together toward shared goals.

Canva, as a visual aid, also helped clarify the group's outcomes and increased students' sense of responsibility toward the final project result. These findings are supported by Gray (2017), who stated that collaboration is a form of social relationship that allows individuals to work synergistically toward shared goals. Saleh (2020) also emphasized that collaboration in learning is not merely about dividing tasks, but also about sharing responsibilities, information, and decision-making.

A similar study by Rahmawati et al. (2019) titled "Analysis of Middle School Students' Collaborative Skills in Project-Based Learning on Used Cooking Oil Recycling" found that through PjBL, students demonstrated active contribution, work productivity, flexibility, and high responsibility in managing projects. Likewise, research by Sholikhah et al. (2023) showed that the application of PjBL with the TaRL approach significantly improved students' collaboration from the pre-cycle to cycle II, indicating that this model effectively strengthens collaborative skills in a sustainable manner.

Thus, it can be concluded that the implementation of PjBL assisted by Canva is effective in improving students' collaboration skills because it provides a learning experience that requires real interaction, teamwork, and shared responsibility.

Conclusion

Based on the research findings, it can be concluded that the implementation of the Project-Based Learning (PjBL) model assisted by Canva has proven effective in enhancing students' collaboration skills. This is reflected in students' active engagement in task distribution, group discussions, and joint project completion. Students demonstrated positive development in terms of participation, mutual support, and responsibility for their individual tasks. Learning activities that emphasized teamwork fostered a more open, communicative, and supportive classroom environment. Moreover, the PjBL model assisted by Canva also effectively improved students' communication skills. Students became more confident in expressing their opinions, used appropriate and polite language, and were able to present their project results clearly and structurally. The learning process involving Canva provided space for students to express their creativity in visualizing ideas, making it easier for them to convey messages to the audience. These findings indicate that the integration of technology into learning can significantly support the development of students' communication skills. Bagian ini.

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