

## ABSTRAK

**Edi Waspodo.** 2025. Implementasi *Project Based Learning* Berbasis Media Canva Dalam Meningkatkan Keaktifan Dan Hasil Belajar IPS Pada Siswa Kelas VIII-A SMP PGRI 05 Tirtoyudo. Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Parji, M.Pd., (II) Dr. Sudarmiani, M.Pd.

**Kata Kunci:** *Project Based Learning*, Media Canva, Keaktifan, Hasil Belajar

Penelitian ini bertujuan untuk meningkatkan keaktifan dan hasil belajar Ilmu Pengetahuan Sosial (IPS) melalui penerapan model *Project Based Learning* berbasis media Canva. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, diawali dengan tahap pra siklus. Subjek penelitian adalah siswa kelas VIII-A yang mengikuti pembelajaran IPS. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data menggunakan observasi keaktifan belajar dan tes hasil belajar IPS. Hasil penelitian menunjukkan bahwa penerapan *Project Based Learning* berbasis media Canva dapat meningkatkan keaktifan dan hasil belajar IPS siswa secara bertahap. Pada tahap pra siklus, keaktifan siswa masih rendah dan hasil belajar belum mencapai kriteria ketuntasan minimal (KKM) hanya 30% dalam kategori tuntas. Pada siklus I, keaktifan dan hasil belajar siswa mulai mengalami peningkatan, meskipun belum optimal sebesar 65%. Selanjutnya, pada siklus II, keaktifan siswa meningkat secara signifikan, ditandai dengan keterlibatan aktif dalam diskusi, kerja kelompok, serta presentasi hasil proyek mencapai 90%, artinya melewati batas syarat ketuntasan yaitu 75%. Hasil belajar IPS siswa pada siklus II menunjukkan bahwa sebagian besar siswa telah mencapai dan melampaui KKM. Dengan demikian, dapat disimpulkan bahwa *Project Based Learning* berbasis media Canva efektif dalam meningkatkan keaktifan dan hasil belajar IPS siswa, sehingga dapat dijadikan alternatif model pembelajaran inovatif dalam pembelajaran IPS.

## **ABSTRACT**

**Edi Waspodo. 2025.** *The Implementation of Project-Based Learning Using Canva Media to Improve Student Activeness and Learning Outcomes in Social Studies among Grade VIII-A Students at SMP PGRI 05 Tirtoyudo.* Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun *Supervisors:* (I) Prof. Dr. Parji, M.Pd., (II) Dr. Sudarmiani, M.Pd.

**Keywords:** *Project-Based Learning, Canva Media, Student Activeness, Learning Outcomes*

*This study aims to improve student activeness and learning outcomes in Social Studies through the implementation of a Project-Based Learning model supported by Canva media. This research employed Classroom Action Research (CAR) conducted in two cycles, preceded by a pre-cycle stage. The research subjects were students of class VIII-A who participated in Social Studies learning activities. Each cycle consisted of planning, action implementation, observation, and reflection stages. Data were collected through observations of student learning activeness and tests of Social Studies learning outcomes. The results showed that the implementation of Project-Based Learning using Canva media gradually improved students' activeness and learning outcomes. In the pre-cycle stage, student activeness was still low, and learning outcomes had not reached the Minimum Mastery Criteria (MMC), with only 30% of students achieving mastery. In Cycle I, student activeness and learning outcomes began to improve, although they were not yet optimal, reaching 65%. Furthermore, in Cycle II, student activeness increased significantly, as indicated by active participation in discussions, group work, and project presentations, reaching 90%, which exceeded the mastery threshold of 75%. The Social Studies learning outcomes in Cycle II showed that most students had achieved and exceeded the MMC. Therefore, it can be concluded that Project-Based Learning supported by Canva media is effective in improving student activeness and learning outcomes in Social Studies and can be used as an alternative innovative learning model in Social Studies instruction.*