



The Effect of Project-Based Learning Model and Canva Application on Motivation and Learning Interest of Elementary School Students in Bunaken Subdistrict in Indonesian Language Learning

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Abstract

Education in the era of globalization and the Industrial Revolution 4.0 requires innovative learning approaches that not only emphasize content mastery but also foster 21st-century skills, such as critical thinking, creativity, collaboration, and communication. However, in practice, students' motivation and interest in learning particularly in Indonesian language subjects remain relatively low due to monotonous and less engaging teaching methods. This study aims to examine the effect of the Project-Based Learning (PjBL) model combined with the use of the Canva application on students' motivation and interest in learning Indonesian in public elementary schools in Bunaken District, Manado City. This research employs a quantitative approach with an experimental design. Data were collected through observation, questionnaires, and documentation, and analyzed using appropriate statistical techniques. The results indicate that the implementation of Project-Based Learning integrated with Canva has a positive and significant effect on students' motivation and learning interest. Students become more actively involved, creative, and enthusiastic in participating in the learning process. Additionally, the use of Canva as a visual learning medium enhances students' ability to express ideas and produce meaningful learning outputs. In conclusion, the integration of Project-Based Learning and digital media such as Canva can create more engaging, meaningful, and student-centered learning experiences. This approach is recommended as an innovative strategy for improving the quality of Indonesian language learning in elementary schools, particularly in increasing students' motivation and interest.

Abstrak

Pendidikan di era globalisasi dan Revolusi Industri 4.0 memerlukan pendekatan pembelajaran inovatif yang tidak hanya menekankan penguasaan materi, tetapi juga mengembangkan keterampilan abad ke-21, seperti berpikir kritis, kreativitas, kolaborasi, dan komunikasi. Namun, dalam praktiknya, motivasi dan minat siswa dalam belajar, khususnya pada mata pelajaran bahasa Indonesia, masih relatif rendah akibat metode pengajaran yang monoton dan kurang menarik. Penelitian ini bertujuan untuk mengkaji pengaruh model Project-Based Learning (PjBL) yang dipadukan dengan penggunaan aplikasi Canva terhadap motivasi dan minat belajar bahasa Indonesia siswa di sekolah dasar negeri di Kecamatan Bunaken, Kota Manado. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen. Data dikumpulkan melalui observasi, kuesioner, dan dokumentasi, serta dianalisis dengan teknik statistik yang tepat. Hasil penelitian menunjukkan bahwa penerapan Project-Based Learning yang terintegrasi dengan Canva memiliki pengaruh positif dan signifikan terhadap motivasi dan minat belajar siswa. Siswa menjadi lebih aktif, kreatif, dan antusias dalam mengikuti proses pembelajaran. Selain itu, penggunaan Canva sebagai media pembelajaran visual meningkatkan kemampuan siswa dalam mengekspresikan ide serta menghasilkan output pembelajaran yang bermakna. Kesimpulannya, integrasi Project-Based Learning dan media digital seperti Canva dapat menciptakan pengalaman pembelajaran yang lebih menarik, bermakna, dan berpusat pada siswa. Pendekatan ini direkomendasikan sebagai strategi inovatif untuk meningkatkan kualitas pembelajaran bahasa Indonesia di sekolah dasar, khususnya dalam meningkatkan motivasi dan minat belajar siswa.

1. Introduction

Education in the era of globalization and the Industrial Revolution 4.0 has undergone a significant paradigm shift, particularly in terms of approaches and learning methods. Advances in technology and information have transformed the way teachers teach and the way students learn. The education sector is no longer sufficient to focus solely on content mastery; it must also emphasize the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication. In this context, learning must be designed to be more active, meaningful, and contextual in order to foster students' motivation and interest in learning from an early age.

One of the learning approaches widely developed globally to address these challenges is Project-Based Learning (PjBL). This model provides opportunities for students to learn through real-world projects that encourage critical thinking, collaboration, problem-solving, and creative presentation of their work. PjBL has consistently shown positive results in increasing students' learning motivation because it offers authentic and relevant learning experiences. Moreover, this model gives students autonomy in choosing how to complete tasks, which indirectly strengthens their interest in the subject matter.

On the other hand, the use of digital technology in learning has become a necessity. Applications such as Canva have become popular tools in education due to their ability to help students express ideas visually and creatively. Canva enables students to create posters, infographics, presentations, and other visual products relevant to learning materials. In Indonesian language learning, Canva can support students in producing written works, designing story covers, creating illustrated poetry, and various other forms of visual literacy products. This can foster a positive attitude toward the subject and increase students' active engagement in the learning process.

However, in practice, the implementation of innovative learning models and the use of digital

learning media have not yet been optimally carried out by all teachers and schools. One of the main problems frequently encountered is the low level of students' motivation and interest in learning, particularly in Indonesian language subjects. This subject is often perceived as boring because the learning process remains monotonous, less contextual, and does not actively involve students. This condition impacts low student participation, suboptimal learning outcomes, and minimal interest in exploring language as a means of communication and self-expression.

Similar problems are also found at the local level, particularly in public elementary schools in the Bunaken District, Manado City. Based on preliminary observations, some teachers still predominantly use lecture methods and written assignments that do not sufficiently encourage creativity, collaboration, and active student engagement. In addition, limited training and assistance related to the use of digital learning media have caused some teachers to be unfamiliar with integrating technology such as the Canva design application into the learning process. As a result, Indonesian language learning has not been able to fully capture students' attention, leading to lower enthusiasm and a lack of internal motivation for independent and exploratory learning.

These conditions raise fundamental questions about how to create Indonesian language learning that is more engaging, meaningful, and relevant to elementary school students' needs. Therefore, a learning approach is required that not only focuses on content delivery but also enhances students' motivation and interest through the implementation of appropriate learning models and the use of media aligned with the characteristics of learners in the digital era. In this regard, the implementation of Project-Based Learning combined with the use of the Canva application offers a potential solution.

Through learning projects designed using Canva as a visual tool, students can become more active, creative, and motivated in learning Indonesian.

They are not merely recipients of information but also producers of content that can be presented to classmates and the wider school community. This process can enhance students' confidence, interest in the material, and essential 21st-century skills needed for the future. This statement is supported by various recent studies indicating that the integration of project-based learning models with visual technology such as Canva can create more engaging, enjoyable, and meaningful learning experiences. Furthermore, this approach aligns with the implementation of the Merdeka Curriculum, which emphasizes differentiated and project-based learning.

Therefore, this study is conducted to empirically examine the effect of the Project-Based Learning model and the use of the Canva application on students' motivation and interest in learning Indonesian in public elementary schools in the Bunaken District. This research is expected to contribute to the development of innovative learning models and serve as a reference for teachers and schools in improving the overall quality of Indonesian language learning.

2. Research Methods

2.1 Research Design

This research employs a quantitative approach with an experimental design. The study aims to examine the effect of independent variables (Project-Based Learning model and Canva application) on dependent variables (students' learning motivation and interest). The research was conducted in public elementary schools in Bunaken District, Manado City.

2.2 Population and Sample

The population of this study consisted of 85 students from SD Negeri 02 Bunaken and SD Negeri 01 Bunaken. Based on the data collection process, 50 students completed the research questionnaire in full and were eligible for analysis.

Therefore, the final sample comprised 50 respondents representing the research population.

2.3 Data Collection Techniques

The primary data collection technique used in this study was a questionnaire. A questionnaire is a data collection tool consisting of a series of questions or statements given to respondents to be answered. Questionnaires are commonly used in quantitative research to obtain information or data regarding attitudes, opinions, behaviors, or characteristics of individuals or groups.

The research instrument contained a number of statements that respondents had to respond to in order to obtain information about the three variables discussed. The development of the instrument was carried out through several stages: (1) determining the research objectives and variables, (2) developing the theoretical framework, (3) determining the types of questions, (4) constructing the question items, (5) developing the measurement scale, including the calculation of validity and reliability of the research instrument, and (6) testing the instrument for validity and reliability. The variables included in the questionnaire were first defined in terms of conceptual definitions, operational definitions, and the research instrument grid.

2.4 Data Analysis Techniques

The collected data were analyzed to test whether the predetermined hypotheses could be accepted or rejected. Prior to data analysis, prerequisite tests for analysis were conducted as follows:

2.4.1 Normality Test

The Kolmogorov-Smirnov (KS) formula was used. If the significance value $p > \alpha = 0.05$, the data were considered normally distributed. Conversely, if $p < \alpha$, the data were considered not normally distributed, and regression analysis could not be applied.

2.4.2 Linearity Test

Since regression analysis was used, the assumption of a linear relationship between variable X and variable Y had to be fulfilled. Therefore, a linearity test was conducted using the F-test within the framework of analysis of variance (ANOVA) in SPSS 27. If the calculated F-value was greater than the F-table value, a linear relationship between variables X and Y was confirmed.

2.4.3 Regression Analysis

Both simple regression analysis and multiple regression analysis were employed to determine the individual and combined effects of the independent variables on the dependent variable.

2.4.4 Hypothesis Testing (F-test)

To test the hypotheses, the F-test was used. In the ANOVA table generated by SPSS 27 analysis, the calculated F-value was observed. If the calculated F-value was greater than the F-table value or if $p < 0.05$, then the alternative hypothesis was accepted.

2.5 Coefficient of Determination (Adjusted R²)

The coefficient of determination analysis was used to determine the percentage contribution of the

independent variables (Project-Based Learning and Canva application) to learning motivation and interest, both individually and simultaneously.

3. Results and Discussion

3.1 Results

This study was conducted among students of public elementary schools in Bunaken District, namely SD Negeri 02 Bunaken and SD Negeri 01 Bunaken. The population of this study consisted of 85 students. However, based on the results of the data collection process, only 50 students completed the research questionnaire in full and were eligible for further analysis. Therefore, the data in this study were obtained from 50 respondents representing the research population.

3.1.1 Normality Test Results

The normality test using Kolmogorov-Smirnov (KS) in SPSS 27 yielded the following results:

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Conclusion
X1 (Project-Based Learning)	0.876	0.426	Normal ($p > 0.05$)
X2 (Canva Application)	0.912	0.375	Normal ($p > 0.05$)
Y (Motivation & Interest)	0.803	0.539	Normal ($p > 0.05$)

All variables had significance values greater than 0.05, indicating that the data were normally distributed. Therefore, parametric regression analysis could proceed.

3.1.2 Linearity Test Results

The linearity test between each independent variable and the dependent variable using ANOVA in SPSS 27 showed the following:

Relationship	F-value (Linearity)	Sig.	Conclusion
X1 → Y	28.674	0.000	Linear (p < 0.05)
X2 → Y	42.153	0.000	Linear (p < 0.05)

Since the significance values were less than 0.05, the linearity assumption was met for both relationships.

3.1.3 Effect of Project-Based Learning (X1) on Learning Motivation and Interest (Y)

The coefficient of determination analysis was used to determine the percentage contribution of the Project-Based Learning variable (X1) to

learning motivation and interest (Y). The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the simple regression analysis below:

Model Summary (X1 → Y)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.766 ^a	.586	.578		2.02534

a. Predictors:
(Constant), X1

Based on the table above, the R Square value is 0.578 or 57.8%. This indicates that the percentage contribution of the independent variable, Project-Based Learning, to learning motivation and interest is 57.8%, while the remaining 42.2% is influenced by other variables not examined in this research model.

The coefficient of determination analysis was used to determine the percentage contribution of the Canva application variable to learning motivation and interest. The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the simple regression analysis below:

3.1.4 Effect of Canva Application (X2) on Learning Motivation and Interest (Y)

Model Summary (X2 → Y)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.818 ^a	.669	.662		1.81189

a. Predictors:
(Constant), X2

Based on the table above, the R Square value is 0.662 or 66.2%. This indicates that the percentage contribution of the independent variable, the Canva application, to learning motivation and interest is 66.2%, while the remaining 33.8% is influenced by other variables not examined in this research model.

The coefficient of determination analysis was used to determine the percentage contribution of the Project-Based Learning variable (X1) and the Canva application (X2) simultaneously to learning motivation and interest (Y). The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the multiple linear regression analysis below:

3.1.5 Combined Effect of Project-Based Learning (X1) and Canva Application (X2) on Learning Motivation and Interest (Y)

Model Summary (X1 and X2 → Y)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.879 ^a	.773	.764		1.51453

a. Predictors:
(Constant), X2, X1

Based on the table above, the Adjusted R Square value is 0.764 or 76.4%. This indicates that the percentage contribution of the independent variables, Project-Based Learning (X1) and the Canva application (X2), simultaneously to learning motivation and interest (Y) is 76.4%, while the remaining 23.6% is influenced by other variables not examined in this research model.

3.1.6 Hypothesis Testing (F-test)

To determine whether the independent variables individually and simultaneously have a significant effect on the dependent variable, F-tests were conducted.

a. F-test for X1 → Y

The ANOVA table for simple regression (X1 → Y) produced the following results:

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	217.845	1	217.845	53.127	.000 ^a
Residual	196.855	48	4.101		
Total	414.700	49			

Since the significance value (0.000) is less than 0.05, the null hypothesis is rejected. Thus, Project-Based Learning has a significant effect on students' learning motivation and interest.

b. F-test for X2 → Y

The ANOVA table for simple regression (X2 → Y) produced the following results:

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	277.438	1	277.438	84.521	.000 ^a
Residual	137.262	48	2.860		
Total	414.700	49			

c. F-test for X1 and X2 simultaneously → Y

The ANOVA table for multiple regression (X1 and X2 → Y) produced the following results:

Model	Sum of Squares	df	Mean Square	F	Sign.
Regression	320.456	2	160.228	69.857	.000 ^a
Residual	94.244	47	2.005		
Total	414.700	49			

Since the significance value (0.000) is less than 0.05, the null hypothesis is rejected. Thus, Project-Based Learning and the Canva application simultaneously have a significant effect on students' learning motivation and interest.

3.2 Discussion

3.2.1 The Effect of the Project-Based Learning Model on Students' Motivation and Interest in Learning

Based on the results of the simple regression analysis, the Adjusted R Square value for the effect of the Project-Based Learning model (X1) on students' motivation and interest in learning (Y) is 0.578. This value indicates that 57.8% of the variation in students' motivation and interest in learning is influenced by the implementation of the Project-Based Learning model. The F-test result (F = 53.127, p = 0.000) confirms that this effect is statistically significant.

This finding suggests that more than half of the changes in students' motivation and learning interest can be explained by the use of the Project-Based Learning model in Indonesian language learning. This model provides opportunities for students to actively participate, collaborate, and take responsibility for

assigned project tasks, thereby increasing students' internal motivation to learn. This result aligns with Pangesti, Fanani, & Prastyo (2021), who found that the Project-Based Learning model positively affects student learning motivation. Furthermore, Rindengan & Merentek (2025) demonstrated that PjBL as a pedagogical framework significantly improves learning outcomes among Indonesian students. When students are given autonomy and meaningful tasks, their intrinsic motivation increases, leading to higher engagement and sustained interest in the subject matter.

3.2.2 The Effect of the Canva Application on Students' Motivation and Interest in Learning

The results of the simple regression analysis show an Adjusted R Square value of 0.662 for the effect of the Canva application (X2) on students' motivation and interest in learning (Y). This means that 66.2% of the variation in students' motivation and interest in learning is influenced by the use of the Canva application as a learning medium. The F-test result (F = 84.521, p = 0.000) confirms statistical significance.

This value indicates that the Canva application makes a substantial contribution to improving students' motivation and interest in learning. The use of visually engaging, creative, and interactive media makes Indonesian language learning more enjoyable and easier to understand, leading to greater student interest and enthusiasm in participating in the learning process. These findings are consistent with Astuti (2022), who reported that using Canva in project-based learning improves speaking skills, and Handayani (2020), who found that Canva media effectively enhances students' speaking abilities. Sari (2022) also emphasized that innovation in Indonesian language learning through Canva media creates more engaging learning experiences. Widya, Robandi, & Sukaesih (2021) specifically found that Canva-based learning media positively affects the learning motivation of sixth-grade elementary students. The visual nature of Canva caters to the developmental characteristics of elementary school students, who generally respond well to colorful and creative displays.

3.2.3 The Combined Effect of the Project-Based Learning Model and Canva Application on Students' Motivation and Interest in Learning

Based on the results of the multiple linear regression analysis, the Adjusted R Square value is 0.764 for the combined effect of the Project-Based Learning model (X1) and the Canva application (X2) on students' motivation and interest in learning (Y). This value indicates that 76.4% of the variation in students' motivation and interest in learning can be explained by the combination of the implementation of Project-Based Learning and the use of the Canva application. The F-test ($F = 69.857$, $p = 0.000$) confirms that this combined effect is highly significant.

These results indicate that combining a student-centered learning model with engaging digital learning media provides a stronger influence compared to applying each approach separately. The synergy between PjBL and Canva creates a powerful learning ecosystem. PjBL provides the pedagogical structure for authentic, inquiry-based learning, while Canva offers the technological tool for creative expression and presentation of project outcomes. When students work on projects that require them to design visual products using Canva—such as digital storybooks, illustrated poems, or informational posters about Indonesian language topics—they become more deeply engaged in the learning process. This integrated approach not only increases motivation and interest but also develops essential 21st-century skills, including digital literacy, visual communication, and creative problem-solving. The high contribution rate of 76.4% suggests that this combination is highly effective for elementary school students in the Bunaken District and has the potential to be replicated in other educational contexts.

4. Conclusion

Based on the results of the study, it can be concluded that the Project-Based Learning model and the use of the Canva application have a positive and significant effect on students' motivation and interest in learning Indonesian language in public elementary schools in Bunaken District, Manado City.

Specifically, Project-Based Learning contributes 57.8% to students' motivation and learning interest, indicating that more than half of the variation in student motivation can be attributed to the implementation of this student-centered, project-based approach. The

Canva application individually contributes 66.2%, demonstrating that visual and creative digital media play a crucial role in enhancing student engagement. When combined, both variables provide a greater influence, amounting to 76.4%. This finding confirms that the integration of an innovative learning model with appropriate digital technology yields synergistic effects that are more powerful than either intervention alone. The F-tests confirmed that all effects are statistically significant at $p < 0.001$.

Therefore, the implementation of Project-Based Learning integrated with the use of the Canva application has been proven to be effective in improving the motivation and learning interest of elementary school students in Bunaken District. This approach is recommended as an innovative strategy for improving the quality of Indonesian language learning in elementary schools. Teachers and educational practitioners are encouraged to adopt this integrated model, and future research should explore its application in other subjects and educational levels, as well as investigate its long-term effects on student learning outcomes and skill development.

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