

## Featured Research

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# The effectiveness of project-based learning supported by digital media and local wisdom in social studies: impacts on student creativity and critical thinking

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**Abstract:** This study was conducted in response to the limited use of innovative learning models, low student creativity, and insufficient critical thinking skills in Social Studies learning at SMP Negeri 7 Singaraja. The research aimed to analyze the implementation and effectiveness of a Project Based Learning model supported by Canva and integrated with local wisdom in improving students' creativity and critical thinking skills. A quasi-experimental design with a nonequivalent control group was employed, involving an experimental class and a control class. Data were collected through observation, pretests, and posttests, and analyzed using statistical tests. The findings indicate that the implementation of the model was highly effective and significantly improved students' creativity and critical thinking compared to conventional learning. These results highlight the potential of contextual, technology-supported project-based learning to transform Social Studies classrooms into spaces that foster meaningful and higher-order thinking.

**Keywords:** Project-Based Learning; Canva; Local Wisdom; Creativity; Critical Thinking

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## INTRODUCTION

Social Studies education at the junior secondary level plays a strategic role in shaping students' understanding of social, economic, cultural, and environmental realities. According to the Decree of the Head of BSKAP Kemendikdasmen Number 046/H/KR/2025, Social Studies is designed not only to develop conceptual knowledge but also to foster critical, analytical, creative, and reflective thinking skills so that students can respond effectively to real-life social problems. However, classroom practice often remains dominated by conventional, teacher-centered approaches that limit students' active engagement and higher-order thinking development.

Previous studies have shown that Social Studies learning tends to be textual and reliant on lectures, resulting in low creativity and minimal opportunities for students to apply concepts in meaningful contexts (Beigzadeh et al., 2024; Mayasari et al., 2025; Sukarmi et al., 2025). In addition, limited use of digital learning media has been linked to

students' reduced motivation and critical engagement (Aflalo, 2026; Guaña-Moya et al., 2024; Long et al., 2026).

Preliminary observations conducted at SMP Negeri 7 Singaraja revealed similar concerns, including limited implementation of innovative models such as Project Based Learning and suboptimal use of digital media. Students' creativity and critical thinking skills were not yet optimally developed, and learning activities were still largely lecture-based. These conditions indicate a gap between curricular expectations and classroom realities. Addressing this gap is crucial, particularly in the context of twenty-first-century education, which emphasizes creativity, critical thinking, collaboration, and technological literacy.

Project Based Learning is a student-centered instructional model that engages learners in investigating authentic problems and producing meaningful projects (Adila & Andy Amir, 2023; Agung et al., 2022; Maros et al., 2023). Grounded in constructivist theory, this model encourages students to actively construct knowledge through inquiry, collaboration, and reflection (Ismail et al., 2025). When supported by digital media such as Canva a web-based design application that enables the creation of visual products including posters, infographics, and presentations (Friska et al., 2023; Sariningsih & H. Soro, 2026) Project Based Learning has the potential to enhance students' engagement and creative expression.

Furthermore, integrating local wisdom, defined as community-based knowledge and values developed through long-standing interaction with the environment (Habók & Nagy, 2016; Wijayanti et al., 2023), can contextualize learning and strengthen students' cultural awareness while addressing real economic activities in their surroundings.

Previous research supports the effectiveness of Project Based Learning and Canva in improving creative thinking and learning outcomes. Zakiyah et al. (2024) found that Project Based Learning supported by Canva significantly enhanced students' creative thinking skills. Similarly, Burhan et al. (2025) reported that Project Based Learning effectively improved Social Studies learning outcomes. Other studies have demonstrated positive effects of Canva-based materials on critical thinking (Purnomo et al., 2026; Sariningsih & Suharyanto, 2026) and of problem-based models on critical and creative skills (Zhou, 2020).

However, limited research has simultaneously examined creativity and critical thinking within Social Studies through a Project Based Learning model supported by Canva and explicitly integrated with local wisdom. This gap highlights the need for empirical investigation. This study addresses the following critical question: Is a local wisdom-based Project Based Learning model supported by Canva effective in improving students' creativity and critical thinking skills in Social Studies at SMP Negeri 7 Singaraja? The objective of this research is to analyze the implementation and effectiveness of this instructional model compared with conventional learning. The independent variable is the Project Based Learning model supported by Canva and integrated with local wisdom, while the dependent variables are students' creativity and critical thinking skills. A quasi-experimental design with a nonequivalent control group was employed, involving pretests and posttests to measure differences between experimental and control classes.

The findings of this study indicate that the implementation of the model was categorized as very good and that students in the experimental class demonstrated significantly higher improvements in creativity and critical thinking compared to those in the control class. These results contribute to the growing body of evidence that contextual, technology-supported project-based instruction can effectively foster higher-order thinking skills in Social Studies. The study concludes that integrating digital media and local wisdom within Project Based Learning provides a meaningful pedagogical alternative aligned with curricular goals and twenty-first-century competencies. Nevertheless, further research is needed to explore long-term impacts and broader applications across different subjects and educational settings.

## METHOD

This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design (Sugiyono, 2022). The design involved two intact classes: one experimental group receiving the Project Based Learning model supported by Canva and integrated with local wisdom, and one control group receiving conventional instruction. Both groups were administered a pretest before treatment and a posttest after treatment to measure changes in creativity and critical thinking skills.

The population consisted of all eighth-grade students of SMP Negeri 7 Singaraja in the 2025/2026 academic year, totaling 137 students distributed across five classes. Prior to sampling, an equivalence test based on previous Social Studies report scores was conducted to ensure comparable academic ability among classes. All class pairs were statistically equivalent ( $\text{sig} > 0.05$ ). Through a lottery procedure, class VIII D (26 students) was assigned as the experimental group and class VIII B (26 students) as the control group, resulting in a total sample of 52 students.

The independent variable was the Project Based Learning model supported by Canva and integrated with local wisdom. The model followed six main steps: (1) formulating essential questions, (2) designing project plans, (3) creating a project schedule, (4) monitoring project progress, (5) assessing project outcomes, and (6) evaluating learning experiences (Setyowati, 2018). Canva, a web-based graphic design application (Supradaka, 2022; Tiawan et al., 2020), was used as a digital tool for producing posters, infographics, or presentation slides related to the topic of diversity in community economic activities. Local wisdom values were embedded in the project content to contextualize learning.

The dependent variables were students' creativity and critical thinking skills. Creativity was operationalized based on Guilford's dimensions: fluency, flexibility, originality, elaboration, and redefinition. Critical thinking was measured using indicators adapted from Facione (2013), including interpretation, analysis, evaluation, inference, and explanation. Both variables were assessed through five-item essay tests administered as pretests and posttests, scored on a rubric scale of 1–4 and converted to a 0–100 scale. In addition, an observation sheet was used to measure the fidelity of implementation of the instructional model during classroom activities.

The study was conducted from October to December 2025 over three instructional meetings on the topic of diversity in economic activities. The experimental group engaged in collaborative project work using Canva, while the control group received lecture-based

and question–answer instruction without structured project activities. Data collection techniques included observation, essay tests, and documentation.

Instrument validity was established through content validation using Gregory’s formula with two expert judges (Widiartini, 2017). All instruments achieved a content validity index of 1.00, indicating high agreement between experts. Item validity for the essay tests was examined using Pearson Product Moment correlation with a significance level of 5%, and all items were declared valid ( $r_{\text{calculated}} > r_{\text{table}}$ ). Reliability was tested using Cronbach’s Alpha in SPSS, with coefficients exceeding 0.70, indicating acceptable internal consistency.

Data analysis was conducted using descriptive and inferential statistics. Assumption tests included normality and homogeneity tests prior to hypothesis testing. Differences between experimental and control groups were analyzed using independent sample t-tests at a 0.05 significance level. The magnitude of improvement from pretest to posttest was also examined using gain scores. Ordinary statistical procedures were applied using SPSS software.

This methodology assumes that both groups were comparable at baseline and that the treatment was implemented consistently according to the designed syntax. As a quasi-experimental study conducted in a single school with intact classes, the findings are limited in generalizability beyond similar contexts. However, the detailed design, instruments, and procedures described above allow replication in other Social Studies classrooms seeking to integrate Project Based Learning, digital media, and local wisdom.

## RESULTS AND DISCUSSION

This study aimed to examine the effectiveness of a Project Based Learning model supported by Canva and integrated with local wisdom in improving students’ creativity and critical thinking skills in Social Studies. Data were obtained from observation sheets, pretests, and posttests administered to the experimental and control groups.

### IMPLEMENTATION OF THE INSTRUCTIONAL MODEL

Observation results indicated that the implementation of the Project Based Learning model supported by Canva was categorized as 'Very Good' (76–100 range based on Arikunto, 2019). All six syntactic stages formulating essential questions, designing project plans, scheduling, monitoring, assessing outcomes, and evaluating experiences (Setyowati, 2018) were carried out consistently. Students actively engaged in collaborative project development using Canva (Supradaka, 2022; Tiawan et al., 2020).

**Table 1.** Observation Results of Learning Implementation in Experimental and Control

Indicator	Item	Experimental	Experimental	Control	Control
		Class	Class	Class	Class
		Observer 1	Observer 2	Observer 1	Observer 2
Lesson Planning	1	3	3	3	3
	2	3	3	3	3
	3	4	4	3	3

Indicator	Item	Experimental Class	Experimental Class	Control Class	Control Class
		Observer 1	Observer 2	Observer 1	Observer 2
<b>Lesson Implementation</b>	4	3	4	3	3
	5	4	4	3	3
	6	3	3	2	3
	7	4	4	3	3
	8	3	3	3	3
	9	3	3	3	3
<b>Lesson Closure</b>	10	4	4	3	3
	11	3	3	3	3
<b>Total Score</b>		<b>37</b>	<b>38</b>	<b>32</b>	<b>33</b>
<b>Average (%)</b>		<b>84.09</b>	<b>86.36</b>	<b>72.73</b>	<b>75.00</b>
<b>Overall Mean (%)</b>		<b>85.23</b>		<b>73.86</b>	
<b>Category</b>		<b>Very Good</b>		<b>Good</b>	

Source: Research observation data

#### EFFECTIVENESS ON CREATIVITY

Creativity was measured using five essay items based on Guilford's dimensions: fluency, flexibility, originality, elaboration, and redefinition. Results showed a higher increase in posttest scores in the experimental group compared to the control group. Independent sample t-test analysis indicated a statistically significant difference between groups (Sig. (2-tailed) < 0.05).

**Table 2.** Independent Sample t-Test Results for Creativity

Statistic	Value
F (Levene's Test)	0.589
Sig. (Levene's Test)	0.447
t	-11.943
df	50
Sig. (2-tailed)	< 0.001
Mean Difference	-31.346
Std. Error Difference	2.625
95% Confidence Interval	-36.618 to -26.074

Source: Processed research data (Independent Samples t-Test)

#### EFFECTIVENESS ON CRITICAL THINKING

Critical thinking skills were assessed using indicators adapted from Facione (2013): interpretation, analysis, evaluation, inference, and explanation. Similar to creativity, the experimental group demonstrated a greater improvement in posttest scores compared to the control group. Statistical testing confirmed a significant difference between the two groups (Sig. (2-tailed) < 0.05).

Table 3. Independent Sample t-Test Results for Critical Thinking

<b>Statistic</b>	<b>Value</b>
F (Levene's Test)	0.882
Sig. (Levene's Test)	0.352
t	-12.259
df	50
Sig. (2-tailed)	< 0.001
Mean Difference	-31.731
Std. Error Difference	2.588
95% Confidence Interval	-36.930 to -26.532

Source: Processed research data

## DISCUSSION

The major finding of this study is that the Project Based Learning model supported by Canva and integrated with local wisdom significantly improved students' creativity and critical thinking skills compared to conventional instruction. These findings answer the research question and support the hypotheses that the experimental treatment would produce superior outcomes.

The improvement in creativity aligns with previous findings by Ismardani et al. (2025), who reported that Project Based Learning supported by Canva effectively enhanced students' creative thinking. The present study extends this finding by integrating local wisdom as contextual content, which encouraged students to generate original and relevant ideas connected to real economic activities.

Similarly, the enhancement of critical thinking is consistent with studies by Cantona et al. (2023); Pramana et al. (2020); dan Sutika et al. (2023) which demonstrated that problem-oriented and student-centered learning models significantly develop higher-order thinking skills. The constructivist foundation of Project Based Learning explains this outcome, as students actively constructed knowledge through investigation and reflection (Andayani et al., 2019; Boakye-Yiadom et al., 2025; Br Sitepu et al., 2026; Putri et al., 2025).

An alternative explanation may involve increased student motivation due to the use of digital media. Canva's visual and interactive features may have enhanced engagement, which in turn supported cognitive development (Fitriana et al., 2024; Hutapea et al., 2024; Musabbihan et al., 2024). However, because both groups received the same curricular content, the difference can reasonably be attributed to the instructional model rather than content variation.

In school counseling and educational practice, these findings suggest that integrating contextual, technology-supported project-based instruction can foster both cognitive and socio-emotional growth. Students become more confident in expressing ideas and evaluating problems critically, skills essential for twenty-first-century competencies.

This study is limited to one school and a relatively small sample size (N = 52), which restricts generalizability. Future research should involve multiple schools, longer intervention periods, and additional variables such as motivation or collaboration skills to strengthen external validity. Overall, this study contributes to the field of Social Studies

education by demonstrating that the integration of Project Based Learning, digital media, and local wisdom provides a meaningful and empirically supported approach to enhancing creativity and critical thinking skills.

## CONCLUSIONS

This study demonstrates that integrating Project Based Learning supported by Canva and grounded in local wisdom meaningfully enhances students' creativity and critical thinking skills in Social Studies. The findings confirm that when learning is designed to be student-centered, contextual, and technology-supported, students are not only more engaged but also more capable of generating original ideas, analyzing problems, and constructing reasoned arguments. By embedding local economic realities and cultural values into project-based activities, learning becomes more relevant and cognitively demanding, thereby aligning classroom practice with the curricular mandate to develop higher-order thinking skills. The significance of this study lies in its contribution to bridging the gap between policy expectations and classroom implementation. While previous research has established the effectiveness of Project Based Learning and digital media in improving creative or critical thinking skills separately, this study extends existing knowledge by demonstrating their combined impact within a local wisdom-based Social Studies context. The results provide empirical support for adopting integrated instructional approaches that simultaneously promote cultural relevance and twenty-first-century competencies. Within a realistic educational framework, these findings suggest that schools and teachers can strengthen learning outcomes not by adding more content, but by transforming how learning experiences are structured. Consequently, this study offers both theoretical and practical value, reinforcing the importance of contextual, technology-enhanced pedagogies in advancing meaningful Social Studies education.

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