

The Influence of The Discovery Learning Learning Model Using Canva Media On Students Critical Thinking Abilities In Class XI History Learning At MAN

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Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui pengaruh model pembelajaran *discovery learning* dengan media canva terhadap kemampuan berpikir kritis siswa dalam pembelajaran sejarah kelas XI di MAN 1 Lebak. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *pretest posttest control group design* dengan menggunakan dua kelompok yaitu kelas eksperimen dan kelas kontrol. Hasil penelitian yang telah didapat menggunakan uji-T diperoleh sig. (2-tailed) = 0,01 < 0,05, sehingga H_1 diterima dan H_0 ditolak. Hasil tersebut menyatakan bahwa terdapat pengaruh penggunaan model pembelajaran *discovery learning* dengan media canva terhadap kemampuan berpikir kritis siswa kelas XI di MAN 1 Lebak.

Kata kunci: pembelajaran sejarah, *discovery learning*, berpikir kritis.

Abstract

This research was conducted with the aim of finding out the effect of the discovery learning model using Canva media on students' critical thinking abilities in class XI history learning at MAN 1 Lebak. The research method used was a quasi experiment with a "pretest posttest control group design" using two groups, namely the experimental class and the control class. The research results obtained using the T-test obtained sig. (2-tailed) = 0.01 < 0.05, so H_1 is accepted and H_0 is rejected. These results state that there is an influence of using the discovery learning model with Canva media on the critical thinking abilities of class XI students at MAN 1 Lebak.

Keywords: history learning, *discovery learning*, critical thinking.

INTRODUCTION

Education has an important role in developing a country's progress. A good education system will be achieved if it improves the quality of learning. Each individual will continue to learn each science and skill to develop each potential within themselves so that each individual is able to achieve a good future. Learning is an action carried out by students in a complex way and will result in a change from the learning outcomes (Dimiyati, 2006). Students as actors in the learning action will individually produce changes as learning actions. The learning process can

be obtained by experiencing the surrounding environment as learning material. According to (Dimiyati, 2006), it explains that the learning process is closely related to behavior. If students carry out the learning process, there will be a change in student behavior for the better. Conversely, if a student is lazy to carry out the learning process, there will be a change in student behavior for the worse

One of the important subjects taught in schools is history. According to (Kochhar, 2008), history is a science that discusses human behavior in a certain

period of time in the past and explains the development of history from time to time, which helps humans to analyze the development of the era based on existing history. History learning can also help students to pay more attention to important values that have occurred in the past and study the process of development of society in the present based on past events. History can help students understand that there is a relationship between the past and the present, thus helping students understand the development of society

Education in Indonesia is certainly more advanced, especially in the 4.0 era where all aspects of human life have depended on digital technology. The development of education in Indonesia is inseparable from the use of digital technology that is able to support and increase the effectiveness of learning so that learning is more interesting for students. However, problems are still found in the education system in Indonesia. The vast area of Indonesia and consisting of many islands makes the distribution of educational facilities and infrastructure uneven, so that schools in remote areas do not get adequate facilities and do not get special attention from the government, of course very different from schools located in cities so that there is a gap in the world of education in Indonesia. The lack of ability of educators in teaching is also one of the

causes of educational problems in Indonesia, where a teacher who does not have good teaching skills will affect student learning outcomes.

By developing critical thinking skills, we can create human resources (HR) who are able to solve problems using thinking or reasoning skills. These critical thinking skills can be improved in learning at school. Education in Indonesia should improve students' critical thinking skills so that students' critical thinking skills can develop better. The importance of critical thinking is not only for everyday life but also to be a friend to ourselves. Through history learning, students are able to think critically in making decisions because teachers design and bridge students to be able to think critically and relevantly based on problems that occur in the school environment and the real world of students. So that the expected implications are achieved, not just receiving knowledge but understanding the implications in real life

In MAN 1 Lebak, problems were found that caused the learning activities to be less effective so that students' critical thinking skills were not so good. Especially in history learning, after observations were made at MAN 1 Lebak, several factors were found that caused students' critical thinking skills to be less good. Some of these factors include: 1) lack of student activity during learning where students are less brave to answer

questions given by the teacher or lack of students' ability to convey opinions and arguments in learning, 2) the learning model is still teacher-centered which causes students to be less actively involved in learning and only focus on listening to the teacher's explanation, 3) teachers do not hone students' critical thinking skills in the classroom by not involving the role of students in learning and not using a learning model that is less varied, 4) lack of use of efficient learning media so that learning in the classroom is monotonous and makes students less actively involved when learning is taking place

In facing these problems, it is necessary to use a more interactive and innovative learning model so that learning activities can run more strategically and interestingly. The use of a good learning model that is in accordance with student characteristics can certainly improve students' critical thinking skills. A learning model can be interpreted as a learning approach that can be applied containing stages in learning activities. One learning model that can be used is discovery learning. The discovery learning model is a learning model that emphasizes student involvement in learning activities. Students do not just sit still in their chairs and listen, but can actively follow and provide conclusions in learning. The discovery learning model requires students to understand and study the material

materially and then solve problems in the learning material.

According to (Hosnan, 2014a), the discovery learning model is one of the models that emphasizes student independence in finding material, so that students are able to be more critical in finding information and making the material more ingrained in memory, then students are also asked to think critically by solving a given problem. History learning activities in the classroom are expected to increase and become more efficient by using the discovery learning model so that students' critical thinking skills can increase beyond the Minimum Completion Criteria and are able to achieve the learning objectives set by the school. Through the discovery learning model, students are able to independently search for and analyze information to then draw conclusions so that students can be actively involved in learning, and teachers must be able to be good facilitators as intermediaries for providing resources and must supervise the learning process so that it runs in accordance with the provisions and syntax that apply.

The formulation of the problem that can be determined in this study is: (1) How is the application of the discovery learning model with Canva media in class XI MAN 1 Lebak?; (2) Is there an influence of the application of the discovery learning model with Canva media on

critical thinking skills in history learning for class XI students at MAN 1 Lebak?

This study aims to (1) Explain the application of the discovery learning model with Canva media in class XI MAN 1 Lebak; (2) Explain the influence of the application of the discovery learning model with Canva media on critical thinking skills in history learning for class XI at MAN 1 Lebak.

METHODS

The population in this study was class XI MAN 1 Lebak, by taking samples of class XI MIA 1 and XI MIA 3, each of which consisted of 34 students so that the total population was 68. The sampling technique used in this study was purposive sampling. Purposive sampling technique according to (Sugiyono, 2010) is a data collection technique by making certain considerations. The purposive sampling technique is used because the population of class XI students at MAN 1 Lebak has different characteristics so this study must determine a homogeneous class.

The data collection of this study used observation. This study used a quasi-experiment by determining the control class and the experimental class. Each class was given a pretest to determine the initial critical thinking ability of students and a posttest to determine the critical thinking ability of students after being given treatment.

The data analysis technique used in the study was descriptive statistics which functioned to describe objects through sample data and inferential analysis to determine normality, homogeneity and independent T-test using SPSS version 27.

RESULTS AND DISCUSSION

This study was conducted using three stages in each meeting based on the RPP that had been designed, namely implementing preliminary, core and closing activities that were adjusted to the discovery learning model and existing materials and indicators. The RPP made according to (Rusman, 2012) must be able to develop student abilities and be arranged according to existing provisions and indicators, therefore this study was carried out based on the RPP that had been prepared, namely there was a preliminary stage, namely conveying learning plans consisting of learning objectives, competencies, competency achievement indicators, materials, learning steps, assignments and research aspects.

Furthermore, the core stage was carried out, namely participants were given stimulation in the form of videos or images to hone students' curiosity, then students were expected to identify questions related to the material. After studying the material, students were divided into 6 groups that would be given LKPD containing problems that must be

solved by students and making posters using the Canva application. The last activity was the closing stage, namely the researcher gave appreciation for the implementation that had been taught and carried out reflection by asking questions to students. Learning also ended with a prayer activity.

Students are required to discuss the problems that have been given and create posters using the Canva application. To train critical thinking skills using the discovery learning model according to (Hosnan, 2014a) students will independently search for as much information as possible using books and internet sources, then sort and analyze which information is correct. Posters that have been made using the Canva application will be presented in groups to train students' speaking skills and train their self-confidence. Other groups are required to listen and ask questions to train critical thinking skills. After the presentation is complete, students are required to be able to conclude the important points of the learning that has been delivered.

Implementation of Discovery Learning Model with Canva Media at MAN 1 Lebak

Researchers have conducted research using the discovery learning model with Canva media at MAN 1 Lebak. The discovery learning model according to (Hosnan, 2014a) is a learning model that

aims to develop student activeness in learning so that students are able to find out, analyze and find results that will later be stored in memory for a longer time. In accordance with this theory, research that has been conducted at MAN 1 Lebak using the discovery learning model has used existing syntax so that students are more actively involved in learning. In learning, students are required to be able to critically understand the problems given in order to then solve the problems. Students in learning using discovery learning are more actively involved with students who more often ask critical questions and are also able to draw conclusions from the learning that has been carried out.

Research using the discovery learning model with Canva media that has been implemented at MAN 1 Lebak is carried out following the existing syntax, namely stimulation, problem statement, data collection, data processing, verification and generalization. In the early stages of learning, researchers have provided stimulation in the form of conveying a basic understanding of the material to be discussed. This understanding is useful for triggering students' curiosity and providing initial ideas that students have to be more complete. Learning activities in the introduction, core and closing activities show student activity because students

find out more and are able to answer the problems given by researchers.

So it can be concluded that learning using the discovery learning model with Canva media has been carried out properly in accordance with applicable provisions and syntax. Learning using the discovery learning model with Canva media has given students good results because it trains students' critical thinking skills by making students actively find out and find the results of problems independently.

The Influence of the Discovery Learning Model with Canva Media on Critical Thinking Skills

The first stage in this study was to conduct a pretest or test the initial abilities of students, the classes tested were the experimental class and the control class by being given 9 descriptive questions. The pretest was conducted on January 9, 2024. The pretest data that had been obtained were then processed and descriptive statistical analysis and inferential statistics were carried out. Based on the pretest that had been carried out, it was found that the experimental class obtained an average of 35.09 and the control class obtained an average of 33.5. Furthermore, an inferential statistical analysis was carried out, namely a prerequisite test which included a normality test and a homogeneity test. Based on the data

obtained, it shows that the normality test for the experimental class obtained a significance value of 0.087 and the control class obtained a significance value of 0.115. With the condition of the normality test is if $\text{sig} > 0.05$ then the data is normally distributed, it can be concluded that the experimental class data and the control class data are normally distributed. While in the homogeneity test, it shows that the homogeneity test for the experimental and control classes obtained a significance value of 0.41. The condition for the homogeneity test is that if $\text{sig} > 0.05$ then the data is homogeneous, so it can be concluded that the experimental class data and the control class data are homogeneous.

After the prerequisite test is carried out, the next step is to conduct a t-test with parametric statistics. The formula used in this t-test is the independent sample t-test. Based on the pretest data that has been obtained, it is known that the data has a t-test value of -1.362 with sig. (2-tailed) 0.17. With the following data, it is known that the t-test is $-1.362 < 0$ and sig (2 tailed) $0.17 > 0.05$, so it is known that H_0 is accepted and H_1 is rejected.

After the pretest, learning was carried out to provide treatment to the experimental class for 3 meetings using the discovery learning model with canva media. The next step is to give students a posttest to re-measure students' abilities

after receiving different treatments. Based on the posttest that has been carried out, it was found that the experimental class obtained an average of 64.1 and the control class obtained an average of 57.3.

Next, inferential statistical analysis is carried out, namely the prerequisite test which includes the normality test and the homogeneity test. Based on the data obtained, it shows that the normality test of the experimental class obtained a significance value of 0.20 and the control class obtained a significance value of 0.18. With the condition of the normality test, if $\text{sig} > 0.05$ then the data is normally distributed, it can be concluded that the experimental class data and the control class data are normally distributed. While in the homogeneity test, it shows that the normality test of the experimental class and the control class obtained a significance value of 0.90. With the condition of the homogeneity test, if $\text{sig} > 0.05$ then the data is homogeneous, it can be concluded that the experimental class data and the control class data are homogeneous.

After the prerequisite test is carried out, the next step is to conduct a t-test with parametric statistics. The formula used in this t-test is the independent sample t-test. Based on the posttest data that has been obtained, it is known that the data has a t-test value of 3.641 with sig. (2-tailed) 0.01. With the

following data, it is known that the t-test $3.641 > 0$ and sig (2 tailed) $0.01 < 0.05$, so it is known that H_0 is accepted and H_1 is rejected.

After the discovery learning model was implemented with Canva media, students became more actively involved in learning. Learning using the discovery learning model trains students' abilities in discussing, expressing thoughts, and analyzing information that has been obtained. In learning using the discovery learning model, students become more active because they are required to be able to find and analyze sources, then train their discussion skills by discussing the findings with group members and training their courage to convey the results of these findings, so that this discovery learning model is able to improve critical thinking skills. The discovery learning model can improve critical thinking skills. The discovery learning model is a learning activity that maximally involves all students' abilities and finds something, then analyzes the findings systematically and critically so that it can improve critical thinking skills.

The use of Canva media in the discovery learning model also helps learning to be more efficient by training students' creativity and becoming a tool for making media to present findings easily digitally. The success of the discovery learning model is also reinforced by (Hosnan, 2014a) who describes several

advantages of using discovery learning, namely discovery learning focuses more on students as resource seekers so that students are able to actively participate in learning and improve students' ability to solve problems, and encourage students to be able to think on their own initiative.

CONCLUSION

Based on the analysis of research data and discussion of the research conducted in class XI at MAN 1 Lebak, the following conclusions can be drawn: Students carry out learning activities using the discovery learning model with Canva media to improve critical thinking results. The discovery learning model has been applied according to the syntax and uses Canva media as a medium for making posters containing the results of student discoveries. Students are stated to be more active in learning using the discovery learning model with Canva media.

There is an influence of the use of the discovery learning model with Canva media on students' critical thinking skills. This is based on the results of the t-test of 3,641 and sig (2-tailed) 0.01. Because the sig value (2-tailed) 0.01 < 0.05, the result is H1 is accepted and H0 is rejected. From this statement, it can be concluded that the discovery learning model with Canva media has an influence on students' critical thinking skills.

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