

ABSTRAK

Tarmizi 5213122037: Analisis Media Pembelajaran Digital Berbasis Canva Sebagai Inovasi Pembelajaran Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran Sistem Pengukuran Untuk Siswa Kelas X SMK N 4 Medan. Skripsi, Jurusan Pendidikan Teknik Mesin, Fakultas Teknik, Universitas Negeri Medan, 2026.

Riset ini diarahkan untuk menelaah dampak implementasi sarana pembelajaran digital berlandaskan Canva terhadap perolehan kompetensi peserta didik pada mata pelajaran Sistem Pengukuran. Landasan konseptual penelitian ini berpijak pada kenyataan bahwa performa akademik siswa tergolong belum optimal, yang antara lain disebabkan oleh dominannya pola pengajaran tradisional berorientasi pada pengajar serta belum maksimalnya integrasi perangkat teknologi digital dalam aktivitas instruksional. Keadaan tersebut berimplikasi pada terbatasnya partisipasi substantif peserta didik selama proses pembelajaran dan belum mendalamnya internalisasi konsep-konsep abstraktif. Oleh karenanya, diperlukan terobosan dalam pengembangan wahana belajar yang lebih partisipatoris dan stimulatif guna mendorong dorongan belajar sekaligus capaian akademik siswa. Studi ini mengaplikasikan paradigma kuantitatif dengan rancangan eksperimen kuasi (*quasi-experimental design*) yang melibatkan dua gugus, yakni kelompok perlakuan yang memperoleh intervensi melalui penggunaan media digital berbasis Canva dan kelompok pembandingan yang tetap mengikuti skema pembelajaran konvensional. Subjek penelitian berjumlah 60 orang siswa yang terdistribusi secara proporsional pada masing-masing gugus. Prosedur pengumpulan data dilaksanakan melalui instrumen evaluasi berbentuk butir soal objektif yang sebelumnya telah melewati tahapan uji kesahihan (*validitas*) dan keterandalan (*reliabilitas*). Data empirik yang terkumpul kemudian diproses menggunakan pengujian statistik Independent Samples t-test setelah terpenuhinya prasyarat asumsi normalitas serta keseragaman varians (*homogenitas*). Hasil pengolahan statistik memperlihatkan angka signifikansi (*Sig. 2-tailed*) sebesar 0,043 yang berada di bawah ambang 0,05. Temuan tersebut mengindikasikan adanya disparitas yang bermakna secara statistik antara perolehan hasil belajar kelompok perlakuan dan kelompok pembandingan. Rerata skor siswa pada kelompok yang memperoleh intervensi tercatat lebih unggul dibandingkan kelompok kontrol. Fakta ini menegaskan bahwa implementasi media instruksional digital berbasis Canva berkontribusi secara konstruktif terhadap eskalasi capaian belajar peserta didik. Dengan demikian, Canva layak dipertimbangkan sebagai medium pembelajaran inovatif yang adaptif dan efektif dalam mengoptimalkan penyelenggaraan pembelajaran Sistem Pengukuran di satuan pendidikan.

Kata Kunci: Media Pembelajaran Digital, Canva, Hasil Belajar, Sistem Pengukuran, Eksperimen Semu, *Independent Samples T-Test*.

ABSTRACT

Tarmizi 5213122037: Analysis of Canva-Based Digital Learning Media as an Innovation in Learning to Improve Learning Outcomes in the Subject of Measurement Systems for Grade X Students at SMK N 4 Medan. Thesis, Department of Mechanical Engineering Education, Faculty of Engineering, State University of Medan, 2026.

This study was conducted to examine the impact of implementing Canva-based digital instructional media on students' learning attainment in the subject of Measurement Systems. The rationale for this investigation stems from the observation that students' academic performance remains suboptimal, partly due to the predominance of teacher-centered conventional instructional practices and the insufficient integration of digital technology within the learning environment. Such circumstances have resulted in limited substantive student engagement throughout the instructional process and an inadequate internalization of abstract conceptual content. Accordingly, the development of a more participatory and stimulating learning medium is deemed necessary to enhance learners' academic motivation and overall achievement. The research employed a quantitative paradigm utilizing a quasi-experimental design involving two groups: an experimental cohort that received instructional intervention through Canva-based digital media and a comparison cohort that continued with traditional teaching methods. The study sample comprised 60 students proportionally distributed between the two groups. Data collection was carried out using an achievement test consisting of objective items that had previously undergone validity and reliability assessments to ensure their psychometric soundness. The empirical data were subsequently analyzed using an Independent Samples t-test after satisfying the prerequisite assumptions of normality and homogeneity of variance. The statistical analysis revealed a significance value (Sig. 2-tailed) of 0.043, which is below the 0.05 threshold. This finding indicates a statistically significant difference in learning outcomes between the experimental and comparison groups. The mean score of students exposed to the Canva-based digital media was demonstrably higher than that of their counterparts in the conventional class. These results affirm that the integration of Canva-based digital instructional media contributes positively to the enhancement of students' academic achievement. Therefore, Canva may be considered a viable and innovative instructional medium capable of effectively supporting the teaching and learning process in Measurement Systems courses.

Keywords: Digital Learning Media, Canva, Learning Outcomes, Measurement Systems, Quasi-Experimental Design, Independent Samples T-Test.