

Improving Students' Science Learning Outcomes Through the Problem-Based Learning (PBL) Model Assisted by Canva and Quizizz Media in Fifth-Grade at SDN 3 Tabongo

¹⁾Fatma, ²⁾Meylan Saleh, ³⁾Kudus, ⁴⁾Gamar Abdullah, ⁵⁾ Abdul Haris Panai

^{1,2,3,4,5)} Elementary School Teacher Education, Gorontalo State University, Indonesia

Correspondence Author: Fatmashamsir@Gmail.Com

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ABSTRACT

The problem in this study was the low learning outcomes of students in Class V Science subjects at SDN 3 Tabongo. The objective of this study was to improve student learning outcomes through the implementation of the Problem-Based Learning (PBL) model assisted by Canva and Quizizz media in the Science subject on the topic of Light and Its Properties. This research is Classroom Action Research (CAR) conducted in two cycles. Data collection techniques included observation, interviews, tests, and documentation. Based on initial observations, it was found that student learning outcomes remained low. In the implementation of Cycle I actions, only 2 students (10%) achieved learning mastery, while 18 students (90%) had not achieved mastery according to the Criteria for Learning Objective Completion (KKTP). These results did not meet the predetermined success indicators; Thus, the research was continued to Cycle II. Following learning improvements through the application of the Problem-Based Learning (PBL) model assisted by Canva and Quizizz media, student learning outcomes improved significantly. In Cycle II, the number of students who achieved learning mastery increased to 18 students (90%), while 2 students (10%) had not achieved mastery. Therefore, the research success indicator was achieved, with a minimum of 90% of students achieving scores in accordance with the KKTP (≥ 75). The results showed that the implementation of the Problem-Based Learning (PBL) model assisted by Canva and Quizizz media was effective in improving student learning outcomes in Science at SDN 3 Tabongo.

Article Information

Keywords:

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ABSTRACT

Masalah dalam penelitian ini adalah rendahnya hasil belajar murid pada mata pelajaran IPA kelas V di SDN 3 Tabongo. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar murid melalui penerapan model Problem Based Learning (PBL) berbantuan media Canva dan Quizizz pada mata pelajaran IPA materi Cahaya dan Sifat-Sifat Cahaya. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, tes, dan dokumentasi. Berdasarkan hasil observasi awal diketahui bahwa hasil belajar murid masih rendah. Pada pelaksanaan tindakan Siklus I, murid yang mencapai ketuntasan belajar sebanyak 2 orang (10%), sedangkan 18 orang (90%) belum mencapai ketuntasan sesuai KKTP. Hasil tersebut belum memenuhi indikator keberhasilan yang telah ditetapkan sehingga penelitian dilanjutkan ke Siklus II. Setelah dilakukan perbaikan pembelajaran melalui penerapan model Problem Based Learning (PBL) berbantuan media Canva dan Quizizz, hasil belajar murid mengalami peningkatan yang signifikan. Pada Siklus II, jumlah murid yang mencapai ketuntasan belajar meningkat menjadi 18 orang (90%), sedangkan 2 orang (10%) belum mencapai ketuntasan. Dengan demikian, indikator keberhasilan penelitian telah tercapai, yaitu minimal 90% murid memperoleh nilai sesuai KKTP (≥ 75). Hasil penelitian menunjukkan bahwa penerapan model Problem Based Learning (PBL) berbantuan media Canva dan Quizizz efektif d

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✉ **Corresponding Author:** (1) Fatma, (2) Elementary School Teacher Education Study Program, (3) Gorontalo State University, (4) Gorontalo, Indonesia, (5) Email: Fatmashamsir@Gmail.Com

1. Introduction

Education plays a vital role in life, as it enables humans to acquire knowledge and thus transform their thinking patterns (Alyadani et al., 2024). Article 1 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System defines education as a deliberate and planned effort to create a learning environment that encourages students to develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. One of the primary goals of national education is to improve the quality of the learning process. Learning outcomes are the abilities students possess after undergoing learning experiences. These abilities encompass cognitive, affective, and psychomotor aspects. Learning outcomes can be assessed through end-of-semester exams, which aim to obtain evidence-based data that demonstrates students' ability to achieve learning objectives (Sari & Aisyah, 2021). Meanwhile, the Problem-Based Learning (PBL) model is a specially designed design using systematic steps to be implemented in an activity. Furthermore, a model is often referred to as a design that is specifically designed for implementation and execution. A learning model is a plan or pattern that can be used to shape a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or elsewhere (Mirdad, 2020). A learning model is a description of the learning environment, including the teacher's behavior in implementing it. Learning models have many uses, ranging from lesson planning and curriculum planning to designing learning materials, including multimedia programs (Octavia, 2020). Canva and Quizizz learning media are intermediaries for conveying messages or information that are very much needed in the learning process to make it easier for teachers to deliver learning materials and make it easier for students to receive learning materials. Learning media emphasizes its role as a vehicle for conveying messages or learning information to condition individuals to learn. Learning media is often referred to as educational media. These terms can be used interchangeably and have relatively similar meanings. Learning media is a tool or intermediary that is useful for facilitating the teaching and learning process and for making communication between teachers and students more effective (Fadillah, 2020). Canva is an online design program that provides a variety of design templates that can be used to create learning media. Canva has emerged amidst the booming world of technology. Canva is a technology-based application that provides a learning space for every educator to achieve learning objectives. It provides a wide variety of templates to engage students in the learning process. Canva offers a variety of examples for educators to use in presentations to students, including engaging PowerPoint templates (Wulandari & Mudinillah, 2022). Quizizz is an interactive quiz application believed to increase student engagement, offering a new method that replaces traditional learning methods. This quiz requires only paper and a pen, with questions that can be answered after entering a registration code. Quizizz is an application designed to create interactive quiz games. This application is believed to increase students' interest in learning and

strengthen their ability to remember information (Erna, 2025). Natural Sciences (IPA) is a field of study that studies natural phenomena or phenomena around us. Science learning aims to provide students with hands-on experience exploring and understanding the natural world scientifically, enabling them to construct their own concepts. Furthermore, (Umar et al., 2025), in the learning process of Natural Sciences (IPA), students often encounter many difficulties, especially in understanding the material taught by teachers. This is due to a lack of teacher creativity in the learning process.

Because the learning model used only focuses on the cognitive domain without involving the skills possessed by students, especially in the affective and psychomotor aspects possessed by students. If a continuous relationship is implemented between students' cognitive, affective and psychomotor aspects, of course the teacher will not experience difficulties in the learning process and vice versa, students will not experience difficulties in understanding any material that will be presented (Abdullah & Taib, 2018). Science learning also involves cognitive, social, and psychomotor thinking skills that can help students understand and explain the phenomena they encounter. However, actual conditions in the field show that implementing science learning in elementary schools still faces significant challenges. Furthermore, science is often considered a less engaging subject, resulting in low student interest and engagement in learning. This lack of student involvement in the learning process can directly impact learning outcomes. Student engagement in learning is a crucial aspect in creating an effective learning environment. Learning that actively engages students helps them understand the material more deeply, ultimately improving learning outcomes. Therefore, teachers are required to design engaging, enjoyable, and meaningful learning processes by utilizing learning models and media appropriate to the characteristics of elementary school students. Based on initial observations conducted by researchers on Monday, January 20, 2026 by interviewing the homeroom teacher of grade V, Mrs. Asri Mahmud, S.Pd. at SDN 3 Tabongo. In grade V there are 20 students registered in grade V of SDN 3 Tabongo, it is known that out of 20 students, 10 students or 40% of the total students achieved the KKM score.

Meanwhile, as many as 14 students or 60% of the total students have not reached the specified KKM. Thus, it can be said that the fifth grade science learning is less successful because only 11 students can be declared complete in science learning, while other factors are that teachers are more dominant, and teachers only require students to complete questions in the student's book, pay attention and complete the assigned tasks. In addition, there are learning models and learning media that are of poor quality, ineffective, uninteresting, and often watch. There is a lack of interaction between students in the classroom, and the learning process tends to be silent. In fact, increasing student learning activities requires student interaction as well, especially in science learning which requires more interaction. Limited use of media can make learning monotonous and less meaningful for students. Therefore,

teachers are required to present learning innovations that can increase student active involvement through the use of digital media. One learning model considered suitable for improving student engagement and learning outcomes is the Problem-Based Learning (PBL) model. PBL is a problem-based learning model that links learning materials to real-life problems, thereby fostering critical thinking skills and a culture of thinking in students (Jauhari et al., 2024). Through PBL, students are encouraged to actively engage in the learning process through observing, analyzing, and solving problems relevant to their lives. The problems presented in PBL are authentic and contextual, providing meaningful and authentic learning experiences for students. For the PBL model to run optimally, it requires the support of learning media that can attract students' attention and facilitate their understanding of the material. Canva and Quizizz are two examples of learning media that can be used. Canva is a web-based platform that can be used to create various attractive designs. Canva offers numerous features, including graphics, posters, presentations, flyers, brochures, and more. Meanwhile, Quizizz is used as a learning evaluation tool in the form of tests. Quizizz is a web tool for creating interactive quiz games that are used as test assessment tools. (Kartiwi & Rostikawati, 2022). Canva and Quizizz have advantages in improving learning outcomes because Canva helps teachers present material visually and attractively so that it is easier to understand and remember, while Quizizz allows for interactive learning evaluation and provides immediate feedback, so students can identify errors and improve their understanding quickly. One solution to solve the existing problem is to use the Problem Based Learning (PBL) learning model assisted by Canva and Quizizz media in providing learning. The PBL learning model, supported by Canva and Quizizz, is expected to encourage students to be more actively involved in learning, thereby improving their learning outcomes. Consequently, there is a significant difference in the learning outcomes of students who participate in PBL learning with Canva and Quizizz compared to those who participate in conventional learning. This is the basis for researchers to have an interest in conducting research with the title "Improving student learning outcomes through the problem-based learning (PBL) model assisted by Canva and Quizizz media in the fifth grade science subject at SDN 3 Tabongo".

2. Method

A. Research Background and Characteristics

1. Research Background

The research used is classroom action research (CAR) which was conducted at SDN 3 Tabongo which is located on Jalan Batu Goa. Tabongo District, Gorontalo Regency. The principal of Tabongo 3 School is Mrs. Indriyati Y Agus, S.Pd with a total of 10 teachers and a total of 142 students consisting of 71 male students and 60 female students. There is 1 principal's office, 1 teacher's room, 6 classrooms, 1 library, 1 UKS and 2 toilet rooms.

Data on the Number of Students in Each Class

Class	Number of Students
Class I	25
Class II	22
Class III	25
Class 1V	24
Class V	20
Grade VI	26

Research Characteristics

The characteristics of this study were 20 fifth-grade students at SDN 3 Tabongo. This study aimed to improve students' ability to write descriptive essays through animated learning media. Based on initial observations, it was found that most students still had difficulty writing clear and engaging descriptive essays. Furthermore, students' interest in writing activities was also relatively low, so a more interactive and engaging approach was needed to improve their writing skills.

B. TimeStudy

This research was conducted in the even semester of the 2025/2026 academic year. It took 13 months, starting with the preparation of the research proposal.

C. Research Variables

The objects studied in this research are fifth grade students. In connection with the implementation of this research, the following research variables can be presented:

1. Input Variables

Input variables are everything that is input into the learning process and can influence the results achieved. These variables include the initial conditions of students, teachers, learning resources, and the learning environment before the action is taken. (Partogi & Pasaribu, 2021) The input variables in this study relate to all forms of initial treatment and learning components used to improve student learning outcomes through the Problem Based Learning (PBL) learning model assisted by Canva and Quizizz media in science learning on the topic of Light Around Us for fifth-grade students at SDN 3 Tabongo. These input variables include: a. Teachers, as implementers of learning activities who design, manage, and implement the Problem Based Learning (PBL) learning model and facilitate Canva and Quizizz activities according to learning objectives.

b. Students, namely fifth grade students of SDN 3 Tabongo as research subjects who received learning treatment through the Problem Based Learning (PBL) model assisted by Canva and Quizizz media.

c. Learning materials, in the form of science materials on the topic of light which includes the properties of light and light sources in everyday life.

d. Learning model, namely the Problem Based Learning (PBL) learning model which is used to help students understand the concept of light through activities of observing, discussing, and relating material to real experiences.

e. Learning media, in the form of Canva and Quizizz media, namely learning activities in the classroom by utilizing the use of projectors in the classroom as a learning resource to directly observe events related to light.

f. Evaluation instruments, in the form of science learning outcome tests used to measure students' understanding of light material after participating in learning with the Problem Based Learning (PBL) model assisted by Canva and Quizizz media.

2. Process Variables

Process variables are all activities or stages that occur during the implementation of learning activities to achieve the desired goals. These variables relate to how the activities are implemented, including teacher-student interactions, the use of methods, strategies, and media, and student involvement in the learning process. (Haifa et al., 2025) The process variables in this study relate to the implementation of learning actions through the application of the Problem Based Learning (PBL) learning model assisted by Canva and Quizizz media in science learning on Light material for fifth-grade students of SDN 3 Tabongo. The steps for implementing the learning are as follows:

a. Introduction to Material, the teacher conveys the learning objectives and provides an initial explanation of the material on light around us, including the definition of light, the properties of light, and examples of light sources.

b. Implementation of Problem Based Learning (PBL) The teacher directs students to observe, think, and discuss the concept of Light through question and answer activities and group discussions according to the steps of Problem Based Learning (PBL).

c. Implementation of Canva and Quizizz, Students are invited to carry out Canva and Quizizz activities in the classroom to directly observe events or objects that show the properties of light, the properties of light, and light sources.

d. Data Collection and Processing, Students record the results of their observations during the Canva and Quizizz activities, then discuss them with their groups and teachers to relate the results of their observations to the concept of light being studied.

e. Presentation and Reflection, Each group presents the results of observations and discussions, followed by reflection and reinforcement of the material by the teacher.

3. Output Variable

The output variable is the result or change obtained after the learning action is implemented. This variable indicates the level of success of the action taken,

such as improving learning outcomes, skills, attitudes, motivation, or student activities. (Syarifuddin & Saudi, 2022) The output variable in this study is the improvement in student learning outcomes in science learning on the topic of Light Around Us for fifth-grade students of SDN 3 Tabongo. The improvement in student learning outcomes is measured based on: a). Definition of light and its properties. b). Ability to identify examples of light in everyday life. c). Ability to explain observation results orally and in writing. d). Accuracy in answering science test questions. e). Achievement of learning completeness according to the established Minimum Competency (KKM).

D. Research Procedures

This research procedure consists of several stages of action implementation that must be passed by the researcher, namely the preparation stage and the action implementation stage which are carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, (2) action implementation, (3) observation/monitoring and evaluation, and (4) analysis and reflection.

E. Technique Data collection

In this study, the data collection techniques used include tests, observation, and documentation.

F. Technique Data analysis

Descriptive analysis was used to determine the extent to which the implementation of the Problem-Based Learning (PBL) model, supported by Canva and Quizizz, improved student learning outcomes in the science lesson on the topic "Light Around Us." Descriptive analysis was used to describe the implementation of actions, changes, and improvements that occurred from cycle I to cycle II. Data were analyzed quantitatively through score and percentage calculations, then categorized according to predetermined criteria.

1. Observation Data Analysis

a. Data Teacher Activities

This data consists of descriptions, namely score 1, score 2 is sufficient, score 3 is good, score 4 is very good. (Rajakat 2018:28) The results of teacher observations with the following formula:

$$NA = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor keseluruhan}} \times 100\%$$

b. Data Student Activities

This data consists of descriptions, namely score 1 is less, score 2 is sufficient, score 3 is good, score 4 is very good). (Rajakat 2018:28) The results of student observations with the following formula:

$$NA = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor keseluruhan}} \times 100\%$$

2. Analysis of Learning Outcome Data

a. To calculate student learning outcomes, the percentage formula used according to (Rujakat, 2018:18) is:

b. Classically, student learning completion is calculated using the formula:

$$p = \frac{\text{number of students with a score of } \geq 75}{\text{number of students}} \times 100$$

Student Completion Range

Value Range Criteria

0-75 NoCompleted

76-100 Completed

c. Success of learning in class

Table 5. Teacher Activity Criteria

1	87-100	Very good
2	75-86	Good
4	<64	Not enough

3. Observation of Student Activities

To observe student activities during learning, researchers used a student activity observation sheet. The percentage of student activity implementation was calculated using the formula (Rajakat 2018:28). The formula used is as follows.

$$NA = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor keseluruhan}} \times 100\%$$

For each aspect of student observation, the researcher gives a value or score for student activities in learning, the use of these values or scores the researcher uses 4 scores, namely score 1 is less, score enough, score 3 is good, score 4 is very good. Arikunto (2012:135). Meanwhile, to find out the achievement of student activities, the researcher provides a category of student activities. The researcher uses the criteria according to Arikunto (2012:135) as follows:

6. Student Activity Criteria

Value Range Criteria

0-70 NoCompleted

75-100 Completed

D. Results and Discussion

A. Research Results

Classroom Action Research (CAR) was conducted in a fifth-grade class at SDN 3 Tabongo, Gorontalo Regency, with 20 students in the 2025/2026 academic year. The research was conducted in two cycles consisting of planning, action implementation, monitoring and evaluation, and analysis and reflection. The research used a Problem Based Learning (PBL) model assisted by Canva and Quizizz media for the Science subject of Light and the Properties of Light.

1. Implementation of Cycle I Learning

In the preparation stage, the researcher developed a Teaching Module based on Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). Cycle I discussed the topic of light and its properties using the PBL model and observation instruments for teacher and student activities. Cycle I was implemented in two meetings. The lesson began with greetings, prayer, attendance check, singing the Garuda Pancasila anthem,

icebreaking, apperception, and presentation of learning objectives.

In the core activity, the teacher presented problems related to light, presented materials and videos using Canva, conducted a Q&A session, divided students into groups, provided problem-based worksheets (LKM), guided discussions, and provided opportunities for groups to present their findings. At the end of the lesson, reflection, concept reinforcement, conclusions, and evaluation using Quizizz were conducted. In the second meeting, the topic continued on the properties of light, including refraction and decomposition. The teacher used Canva and learning videos, then students discussed in groups, completed worksheets, presented their findings, and participated in an evaluation using Quizizz. The results of the Cycle I evaluation showed that out of 20 students, only 2, or 10%, achieved a KKTP score of ≥ 75 , while 18 students, or 90%, had not yet achieved mastery. Therefore, the classical mastery target of 90% had not yet been reached, so the research continued to Cycle II. Observations of teacher activities in the first meeting of Cycle I showed that 19 aspects, or 63%, were in the excellent category, 8 aspects, or 27%, were in the good category, and 3 aspects, or 10%, were in the poor category. In the second meeting, 25 aspects, or 71%, were in the excellent category, and 10 aspects, or 29%, were in the good category.

Student activity also improved. At the first meeting, 10 aspects, or 31%, were in the excellent category, 11 aspects, or 34%, were in the good category, 10 aspects, or 31%, were in the adequate category, and 1 aspect, or 3%, was in the poor category. At the second meeting, 20 aspects, or 69%, were in the excellent category, and 9 aspects, or 31%, were in the good category, with no aspects in the adequate or poor categories. The results of the Cycle I reflections showed that learning was still suboptimal in terms of equitable student participation, courage to express opinions, group collaboration, attention during presentations, and teacher reinforcement of concepts. Improvements in Cycle II were made through increased teacher guidance, clearer role allocation, equal opportunities for participation, and more systematic reinforcement of concepts.

2. Implementation of Cycle II Learning

Preparation for Cycle II was carried out based on the results of the reflection on Cycle I. Learning focused on active student involvement through direct observation and experimentation activities on the five properties of light, namely that light travels in a straight line, can be reflected, can penetrate clear objects, can be refracted, and can be described. Researchers prepared Canva, learning videos, teaching materials, LKM, as well as experimental tools and materials such as flashlights, perforated cardboard, mirrors, clear paper, glasses filled with water, pencils, and CDs. Cycle II was implemented in two meetings using the PBL model. Students conducted observations and experiments in groups, identified the properties of light, recorded observations, discussed the results, and presented their group work. The teacher provided guidance, reinforced concepts, and helped students summarize the learning outcomes.

In the first meeting, students conducted a hands-on experiment on the five properties of light. Each group observed, collected data, and discussed the results. Afterward, each group presented their observations, and other groups provided feedback or questions. During the monitoring and evaluation phase, researchers and class teachers observe teacher and student activities during the learning process. Evaluation is conducted through learning outcome tests to determine students' levels of understanding and mastery. The results of the Cycle II evaluation showed that out of 20 students, 18, or 90%, achieved a KKTP score of ≥ 75 , while 2 students, or 10%, had not yet achieved completion. Because the classical completion rate had reached the minimum target of 90%, the study was declared successful and was not continued to the next cycle.

Teacher activity in Cycle II showed improvement. At the first meeting, 31 aspects, or 86%, were categorized as excellent, and 5 aspects, or 14%, were categorized as good, with no aspects categorized as adequate or poor. Student activity also increased. Students were more active in answering questions, expressing opinions, conducting experiments, discussing, presenting their work, and responding to other groups. The implementation of PBL demonstrated student engagement in developing critical thinking, communication, collaboration, and self-confidence. Using Canva helps present material visually, making it easier for students to grasp concepts and relate them to everyday experiences. Meanwhile, Quizizz creates a more fun and interactive assessment environment, helping teachers gauge student understanding and provide quick feedback.

a. Discussion

Based on the research results, the implementation of the *Problem Based Learning* (PBL) model assisted by *Canva* and *Quizizz* media can improve the learning outcomes of fifth-grade students of SDN 3 Tabongo on the material of Light and the Properties of Light. This improvement is seen from changes in teacher activities, student activities, and learning outcomes in each cycle. In Cycle I, the implementation of PBL began to encourage student engagement in learning through activities that orient students to problems, organize students for learning, guide investigations, develop and present work, and analyze and evaluate the problem-solving process. However, its implementation was not optimal. Evaluation results showed that only 2 out of 20 students, or 10%, achieved a KKTP of ≥ 75 , while 18 students, or 90%, had not achieved completion. The results of the Cycle I reflection showed that there were still several obstacles, such as uneven student participation, lack of courage in expressing opinions, less than optimal group cooperation, students' attention that was not fully focused during presentations, and the need for concept reinforcement by teachers. The use of Canva and Quizizz has been successful in capturing students' attention and creating a more active and conducive learning environment. Therefore, improvements were made in Cycle II by increasing group guidance, clearer role allocation, equalizing participation opportunities, and reinforcing

concepts.

In Cycle II, learning was improved based on the results of the reflection on Cycle I. Students were more involved in direct observation and experimentation activities regarding the five properties of light: light travels in a straight line, can be reflected, can penetrate transparent objects, can be refracted, and can be decomposed. These activities provided direct learning experiences through observation, experimentation, group discussions, and presentation of results.

Improvements in the learning process were also evident in teacher activities. In the first meeting of Cycle II, 31 aspects, or 86%, were categorized as excellent, and 5 aspects, or 14%, were categorized as good. There were no categorizations of adequate or poor. This indicates that the learning process was carried out according to the design using the PBL model, supported by Canva and Quizizz. Increasing student activity and engagement in the learning process contributes to improved learning outcomes. Using Canva helps students understand the material through visual presentations, while Quizizz provides a more interactive assessment experience and helps provide feedback on student understanding. With more active involvement in observing, discussing, conducting experiments, and presenting results, students' understanding of the material improves. The results showed that learning completion increased from 10% in Cycle I to 90% in Cycle II. In Cycle II, 18 out of 20 students achieved a KKTP of ≥ 75 , and only 2 students had not achieved completion. Thus, the classical completion of 90% had achieved the established research success indicator, so the research was stopped in Cycle II. Based on the description, the application of the Problem Based Learning model assisted by Canva and Quizizz media in learning Light and the Properties of Light shows an increase in learning activities and student learning outcomes from Cycle I to Cycle II.

E. Conclusion

The results of classroom action research conducted in class V of SDN 3 Tabongo on the topic of Light and the Properties of Light, it can be concluded that the application of the Problem Based Learning (PBL) model assisted by Canva and Quizizz media can improve student learning outcomes. This improvement is evident in student learning outcomes in each cycle. In Cycle I, 2 students (10%) achieved learning completion, while 18 students (90%) did not achieve completion. After improvements were made to the learning process in Cycle II, the number of students who achieved completion increased to 18 (90%), while 2 (10%) did not. These results indicate that the research's success indicator has been achieved, namely that at least 90% of students obtained a score according to the KKTP (≥ 75). Thus, the application of the Problem Based Learning (PBL) model assisted by Canva and Quizizz media has proven effective in improving the learning outcomes of fifth grade students of SDN 3 Tabongo on the material of Light and the Properties of Light.

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