Contents lists available at ojs.aeducia.org
Indonesian Journal of Guidance and Counseling Studies
Volume 3, Issue 1 (2026), 10.64420/ijgcs.v3i1
Journal homepage: https://ojs.aeducia.org/index.php/ijgcs

IJGCS
E-ISSN 3063-038X
P-ISSN 3063-0363

Read Online: https://doi.org/10.64420/ijgcs.v3i1.484

Open Access

The Implementation of Classical Guidance through Canva-Based Project-Based Learning to Improve Senior High School Students' Learning

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ABSTRACT

Background: This study was driven by the low level of students' learning discipline, as reflected in behaviours such as tardiness, lack of classroom orderliness, and delays in submitting assignments. These conditions highlight the need for innovative classical guidance services that align with current technological developments to foster more structured and responsible learning habits. **Objective:** The study aimed to enhance the learning discipline of tenth-grade students at SMA Negeri 12 Semarang through the implementation of classical guidance using a Canva-based Project-Based Learning (PjBL) model. **Method:** This research employed a Classroom Action Research (CAR) design conducted in a pre-cycle, Cycle I, and Cycle II. Each cycle consisted of planning, action, observation, and reflection stages. The participants were 33 tenth-grade students. Data were collected using questionnaires and observation sheets to assess students' learning discipline in each cycle. **Results:** The findings showed a gradual improvement in students' learning discipline across cycles. This improvement was reflected in the increasing percentage of students categorised as disciplined and highly disciplined, as well as in enhanced responsibility, punctuality, and active participation in learning activities. **Conclusion:** The implementation of classical guidance through a Canva-based PjBL model proved effective in improving students' learning discipline. **Contribution:** Practically, this study provides an alternative technology-based classical guidance service model. Theoretically, it strengthens the application of Classroom Action Research in developing students' disciplinary character within a digital learning environment.

ARTICLE HISTORY

Received: January 27, 2026
Revised: February 22, 2026
Accepted: February 25, 2026
Published: February 28, 2026

KEYWORDS

Classical guidance;
Project-Based Learning;
Canva;
Learning discipline;
Senior High School Students

1. INTRODUCTION

Learning discipline is a fundamental aspect of educational success at the senior high school level, as it influences not only academic achievement but also the development of students' character and life skills (Rofiuddin et al., 2024). Ideally, students can manage their study time independently, complete assignments on time, and actively participate in all learning activities (Mubarok et al., 2025). Consistent learning discipline fosters positive habits, such as responsibility, focus, and perseverance in facing educational challenges (Nasution et al., 2025). This ideal condition serves as a benchmark for educational quality, as disciplined students are not only academically competent but also prepared to meet future social and professional demands.

Classical guidance is an effective strategy for guiding students collectively, enabling them to understand the importance of discipline and learning skills in a structured group setting (Yuliyanti et al., 2025). Through group inte-

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How to Cite (APA 7th Edition):

Pratama, T. Y., Muslikah, M., & Gunawan, H. (2026). The Implementation of Classical Guidance through Canva-Based Project-Based Learning to Improve Senior High School Students' Learning. *Indonesian Journal of Guidance and Counseling Studies, 3*(1), 1-8. https://doi.org/10.64420/ijgcs.v3i1.484

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raction, discussion, and structured activities, students are encouraged to recognise personal responsibility while appreciating their peers' roles in the learning process (Kumalasari, 2025). Project-Based Learning (PBL) provides authentic experiences in which students plan, implement, and evaluate their work (Lubis et al., 2024). PjBL fosters critical thinking, teamwork, and effective time management. The integration of creative digital media such as Canva further enriches the learning experience, allowing students to present project outcomes visually and interactively (Dona & Armiati, 2025). This approach not only enhances creativity but also strengthens discipline through systematic task management and clearly defined deadlines.

However, in practice, many senior high school students face challenges in maintaining consistent study habits (Tabalena & Pratikto, 2025; Wulandari, 2022). Students often submit assignments late, lack focus during lessons, and show limited engagement in academic activities (Laia et al., 2022). The contributing factors vary, ranging from low motivation and monotonous teaching methods to limited use of engaging instructional media (Tandirogang et al., 2025). As a result, students are not accustomed to managing their study time and responsibilities independently (Suhartono et al., 2024). This condition highlights the need for innovative learning strategies that combine interactive methods, project-based approaches, and group guidance to foster sustainable discipline.

The primary issue addressed in this study is how to effectively improve students' learning discipline using methods that are engaging and relevant to the digital era. The research question is whether implementing classical guidance through a Canva-based PjBL model can enhance senior high school students' learning discipline. This question guided the use of Classroom Action Research, which emphasises gradual improvement of the learning process through cycles of planning, action, observation, and reflection.

Previous studies have shown that PjBL effectively enhances students' academic skills, responsibility, and learning motivation (Bulkini & Nurachadijat, 2023; Rahayu & Hartono, 2016). Interactive digital media such as Canva also support learning consistency and quality outcomes (Lahamado et al., 2025; Fadia et al., 2025; Wardani et al., 2025). Nevertheless, studies integrating classical guidance with Canva-based PjBL remain limited. Therefore, this research is relevant in exploring a novel approach that combines project-based learning with group guidance within a digital context.

Based on the literature review and previous research, a significant gap exists in integrating classical guidance, PjBL, and creative digital media to improve senior high school students' learning discipline. This gap underscores the need for a systematic, practical Classroom Action Research study to provide empirical evidence of the method's effectiveness while offering innovative solutions for more engaging, productive learning.

This study aims to implement classical guidance through a Canva-based PjBL model at the senior high school level, evaluate its effectiveness in improving students' learning discipline, and provide recommendations for innovative and sustainable instructional strategies. The findings are expected to serve as a reference for teachers and educational practitioners in developing engaging, digitally relevant learning methods that cultivate disciplined, responsible, and independent students.

2. METHOD

2.1 Research Design

This study employed a Classroom Action Research design to improve students' learning discipline through gradual, continuous interventions. CAR was conducted in several cycles, each consisting of planning, action implementation, observation, and reflection stages. The intervention involved implementing classical guidance services using a Canva-based Project-Based Learning (PBL) model. The research was conducted at SMA Negeri 12 Semarang, focusing on improving both the process and outcomes of students' learning discipline.

2.2 Research Object

The research participants were eleventh-grade students at SMA Negeri 12 Semarang, selected purposively, specifically a class identified as having learning discipline issues based on preliminary observations and recommenddations from the school counsellor. The selection of participants was intended to obtain data relevant to the research objectives. The number of participants corresponded to the total number of students in one class to ensure that the intervention could be implemented optimally and representatively.

2.3 Data Collection

Data were collected using several techniques: 1) Questionnaires, used to measure students' learning discipline at the pre-cycle, Cycle I, and Cycle II stages; 2) Observation, conducted to record students' behaviours during the

PjBL-based classical guidance process, including participation in activities, compliance with rules, responsibility, and punctuality in completing tasks; 3) Documentation, consisting of students' project outputs created using the Canva application, which served as supporting data to examine the implementation of learning discipline and students' ability to manage tasks.

2.4 Data Analysis

The data were analysed using both quantitative and qualitative approaches. Quantitative analysis was conducted by calculating the mean scores and percentages of students' learning discipline levels in each cycle to identify improvement trends. Meanwhile, qualitative analysis was conducted based on observations and documentation to describe changes in students' disciplinary behaviour throughout the intervention process. The analysis results served as the basis for reflection to determine the intervention's success and the necessary improvements in the subsequent cycle.

3. RESULT AND DISCUSSION

3.1 Result

a) Cycle I

During the planning stage, the researcher collaborated with the teacher to prepare instructional materials for classical guidance using the Project-Based Learning (PjBL) approach. In the implementation stage, the teacher facilitated the PjBL-based classical guidance activities. The process began with presenting issues related to learning discipline, followed by the formation of small groups. Each group was assigned the task of designing and creating a poster or infographic in Canva, which was later presented to the class.

During the implementation, students appeared more enthusiastic and actively engaged in group discussions. They showed strong interest in designing posters in Canva and demonstrated effective collaboration by clearly dividing responsibilities among group members.

Table 1. Cycle I Percentage Results

No.	Percentage Range	Category	Frequency	Percentage
1	40%–54%	Less Disciplined	0	0%
2	55%–69%	Fairly Disciplined	3	9%
3	70%–84%	Disciplined	24	73%
4	85%–100%	Highly Disciplined	6	18%
		Total	33	100%

Based on the table above, the Cycle I results indicate that 9% of students were categorised as fairly disciplined, 73% as disciplined, and 18% as highly disciplined. The reflection results show that implementing Canva-based Project-Based Learning (PjBL) was effective in increasing students' motivation and learning discipline. However, several technical challenges remained. Some students were not yet familiar with using Canva and therefore required additional guidance, and unstable internet connectivity occasionally disrupted the design process.

b) Cycle II

Cycle II was conducted as a follow-up to the reflections from Cycle I. The initial reflection results demonstrated improvements in students' participation and discipline, though technical constraints and differences in technological proficiency persisted. The primary focus of Cycle II was to optimise the implementation of Canva-based PjBL by addressing technical issues, strengthening student collaboration, and enhancing time management and responsibility within each group.

Table 2. Cycle II Percentage Results

No.	Percentage Range	Category	Frequency	Percentage
1	40%–54%	Less Disciplined	0	0%
2	55%–69%	Fairly Disciplined	0	0%
3	70%–84%	Disciplined	20	61%
4	85%–100%	Highly Disciplined	13	39%
		Total	33	100%

Based on the table data, Cycle II results show a significant improvement over Cycle I. The final reflection indicates that the implementation of Canva-based Project-Based Learning (PjBL) was effective in fostering students' learning discipline, particularly through group work activities, time management, and responsibility for task outcomes. The use of Canva as a learning medium was found to be engaging and relevant for the digital generation, as it encouraged creativity while strengthening students' emotional engagement with the material.

In addition, the reflection sessions helped students understand the importance of discipline in achieving academic success. Overall, Cycle II successfully achieved the research objectives, as evidenced by significant improvements in students' disciplinary indicators, both quantitatively (based on observations and questionnaire results) and qualitatively (through changes in students' attitudes and sense of responsibility).

The average improvement from the pre-cycle to Cycle II is shown in the following diagram.

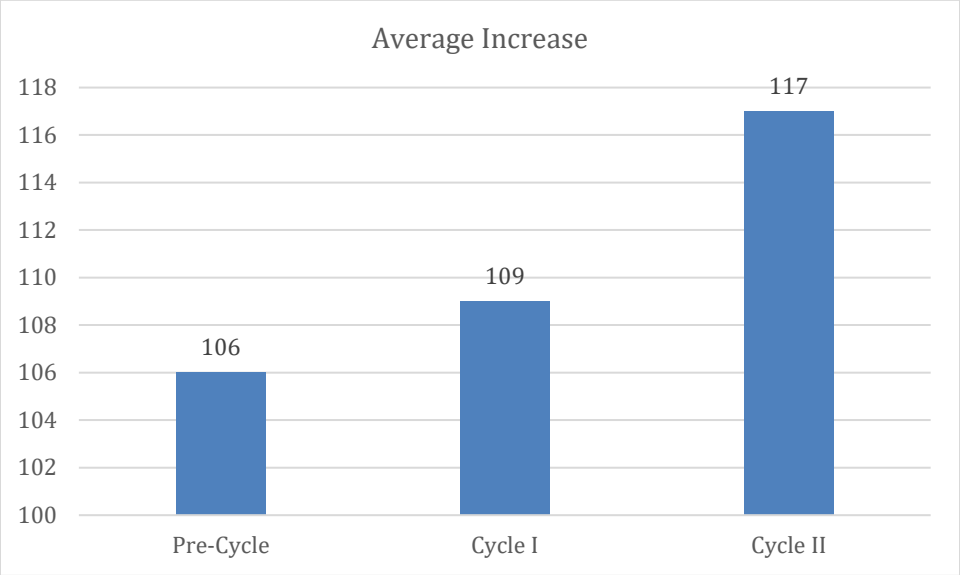

Figure 1. Average Improvement Diagram

Based on Figure 1, the average level of students' learning discipline increases gradually from the pre-cycle stage to Cycle II. In the pre-cycle stage, students' learning discipline was still relatively low, as reflected in limited compliance with learning rules, weak time management, and insufficient academic responsibility. After implementing classical guidance through the Canva-based Project-Based Learning (PjBL) model in Cycle I, the average level of students' learning discipline improved, indicating a positive change in students' engagement and awareness of the importance of disciplined study habits. A more substantial improvement was observed in Cycle II following refinements based on Cycle I is reflection results, including providing more structured guidance on using Canva and strengthening group collaboration. These findings confirm that implementing Canva-based PjBL within classical guidance services effectively en-hances students' learning discipline in a sustainable manner, consistent with the cyclical and reflective character-ristics of Classroom Action Research.

3.2. Discussion

The research findings indicate that implementing classical guidance through a technology-based Project-Based Learning (PjBL) model contributes positively to improving students' learning discipline. Within the context of classical guidance services, project activities serve not only as instructional strategies but also as structured opportunities to systematically develop self-management skills, facilitated by the school counsellor in the classroom. This improvement suggests that discipline is not formed solely through directive approaches or rule enforcement, but through meaningful learning experiences that directly involve responsibility, commitment, and self-management within a structured guidance setting.

Conceptually, learning discipline involves self-control, reflected in adherence to rules, punctuality, and consistency in completing tasks (Arsih et al., 2025). In classical guidance practice, discipline is reinforced through reflective activities, goal-setting, and the monitoring of learning behaviours, integrated with PjBL projects. The PjBL model supports these aspects by positioning students as active agents responsible for completing their projects (English &

Kitsantas, 2013). Active engagement in project work encourages the development of self-regulation, which, according to constructivist learning theory, forms the foundation for positive attitudes and behaviours in learning (Banihashem et al., 2022). In this framework, classical guidance serves as a facilitative structure that directs and strengthens the self-regulation process.

The use of digital media such as Canva further enhances the effectiveness of this model within classical guidance services. Visual media and interactive design features create a more engaging learning experience that aligns with the characteristics of the digital generation (Nordin et al., 2021). In the classical guidance setting, Canva is utilised as a tool for self-exploration and project planning, enabling students to organise tasks systematically. Students' interest in the media used contributes to increased focus, emotional engagement, and seriousness in completing assignments (Kahu et al., 2017). This demonstrates that integrating technology into classical guidance services can be an effective strategy for building contextual and meaningful discipline.

These findings are consistent with the study by Ayish 7 Deveci (2019), which found that Project-Based Learning provides students with opportunities to manage their learning independently and responsibly. Research by Sarrayu et al. (2025) also shows that PjBL enhances discipline through structured and collaborative work habits. In addition, the findings support Zimmerman & Kitsantas (2014), who emphasise the close relationship between discipline and self-regulation; Chiu et al. (2022), who found that active learning contributes to consistent disciplined behaviour (Patel (2021), who links discipline to the quality of learning attitudes. The novelty of this study lies in its application context: the integration of PjBL into technology-based classical guidance services, positioning learning discipline as a primary outcome of character development, facilitated through structured guidance interactions rather than merely a byproduct of academic instruction. These findings strengthen empirical evidence that PjBL impacts not only cognitive aspects but also plays a significant role in strengthening students' character, particularly learning discipline.

From a theoretical perspective, the results support the view that discipline is formed through habitual behaviour in authentic situations that demand personal and social responsibility (Santosa & Poerwanto, 2025). Within the framework of classical guidance, the school counsellor facilitates planning, reflection, and self-evaluation processes aligned with the stages of PjBL projects. Project activities inherently involve planning, task division, deadlines, and evaluation, all of which are essential elements in developing discipline (Sarrayu et al., 2025). Therefore, the discipline formed is not merely external compliance but evolves into students' internal awareness, reinforced through the guidance process.

The strength of this study lies in integrating classical guidance services, active learning approaches, and the use of digital technology within a single intervention design. Classical guidance services are no longer positioned solely as informational activities but as practical spaces for character development through collaborative projects. This study demonstrates that guidance and counselling services can be developed innovatively and contextually. The approach offers practical contributions for school counsellors and educators in designing services that are more participatory, reflective, and aligned with advancements in educational technology.

Thus, the research objective of determining the effectiveness of implementing classical guidance through Canva-based PjBL in improving students' learning discipline has been achieved. The model has been proven to foster disciplined attitudes through active engagement, group responsibility, and structured time management within the classical guidance framework. These results imply that innovation in methods and media within guidance services plays a strategic role in strengthening students' character, particularly in fostering discipline in learning.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This study has practical implications for school guidance and counselling services, particularly in developing classical guidance programs that foster students' disciplinary character. The findings indicate that implementing a Project-Based Learning model supported by digital media such as Canva can serve as a strategic alternative for promoting students' learning discipline in a contextual and participatory manner. School counsellors and educators can adopt this approach to design services that are more engaging and aligned with the characteristics of digital-generation learners, while also encouraging active involvement and students' self-regulation throughout the learning process.

4.1 Research Contributions

The contribution of this study lies in strengthening educational guidance and counselling research by integrating the Project-Based Learning model and digital technology into classical guidance services. Theoretically, this study expands understanding of the fact that active learning approaches are not only practical in the academic domain but also play a significant role in character development, particularly in fostering learning discipline. Empirically, this research provides additional evidence that innovation in methods and media within classical guidance can generate more sustainable and meaningful changes in students' learning attitudes.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations that should be acknowledged. First, the research design employed a one-group pretest–posttest design without a comparison group, so the improvement in students' learning discipline cannot be fully compared with that of other classical guidance methods. Second, the study was conducted in one class at a single school, limiting the generalizability of the findings to similar contexts and participant characteristics. Third, the use of digital media is highly dependent on the availability of facilities and stable internet connectivity, which may influence the effectiveness of implementing technology-based Project-Based Learning.

5.1 Recommendation for Future Research Directions

Based on these limitations, future studies are recommended to employ an experimental design with a control group to allow for a more objective comparison of the model's effectiveness. Research may also be expanded to different educational levels and school contexts to enhance the generalizability of the findings. Furthermore, subsequent studies could examine the impact of digital media–based Project-Based Learning, such as Canva, on other aspects, including learning motivation, self-regulation, and students' collaborative skills, thereby providing a more comprehensive understanding of its contribution to character development.

6. CONCLUSION

The findings indicate that implementing classical guidance through a technology-based Project-Based Learning approach has a positive impact on students' learning discipline. Discipline is reflected not only in compliance with rules but also in the growth of internal awareness fostered through active engagement, responsibility, and time management in learning activities. The integration of digital media, such as Canva, enhances the attractiveness of the guidance services and promotes consistent, disciplined behaviour throughout the learning process.

Developing discipline through project-based learning demonstrates that students' character can be effectively cultivated through contextual and participatory learning experiences. Project activities encourage students to collaborate, develop plans, and take responsibility for their work outcomes, allowing disciplinary values to emerge through habituation and reflection rather than mere instruction. This confirms that active learning approaches play a strategic role in strengthening students' learning character.

These findings suggest that classical guidance services, when developed innovatively and adaptively in response to technological advancements, can lead to more meaningful changes in students' learning attitudes. The integrated use of learning models and digital media can serve as a strategic alternative in developing educational services that focus not only on academic achievement but also on sustainable character formation and positive learning attitudes.

Acknowledgments

The authors would like to express their sincere appreciation to SMA Negeri 12 Semarang for granting permission and providing full support throughout the research process. Special thanks are extended to the principal, school counsellors, teachers, and students who actively participated and contributed to the successful implementation of this study. Their cooperation, openness, and commitment were invaluable in completing this research.

Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Tio Yoga Pratama: Conceptualization and Design; Writing - Original Draft. Muslikah: Methodology, Writing - Review & Editing; Performed data collection and Analysis. Herie Gunawan: Interpretation of the results.

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Conflict of Interest Statement

The authors declare that there are no conflicts of interest related to this research, authorship, or publication of this article. The study was conducted objectively without any financial, institutional, or personal relationships that could influence the research outcomes.

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First Publication Right:
Indonesian Journal of Guidance and Counseling Studies

Article info:
DOI: https://doi.org/10.64420/ijgcs.v3i1.484

Word Count: 4348

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