Implementation of Mind Mapping in Canva Application as a Learning Media for Pancasila Education in Developing Students Critical Thinking Skills

Monika Prayanti Purba[1*], Rima Vien Permata Hartanto[2], Muhammad Hendri Nuryadi[3]

[1,2,3]Universitas Sebelas Maret, Indonesia

**) Corresponding author: moniq.purba@gmail.com*

Abstract

This research aims to explore the implementation of mind mapping on the Canva application as a learning medium for Pancasila Education in developing students' critical thinking skills. The main focus of this study is to understand how the use of mind mapping through the Canva application can influence students' engagement and critical analysis abilities in the learning process. This is a literature review study using secondary data collection techniques. The results of the study indicate that the application of mind mapping using Canva not only increases student engagement but also strengthens their critical thinking skills. This research is expected to contribute significantly to the development of innovative and effective digital learning media, particularly in Pancasila Education.

Keywords: Mind Mapping, Canva Application, Critical Thinking Skills

Introduction

The quality of human beings is the nation's most valuable resource for development, so education must be prioritized to secure the future by bridging the present and the times ahead. Education not only serves as a means of transferring knowledge but also as a platform for shaping character and developing students critical thinking skills.

Critical thinking skills are one of the essential aspects that need to be developed. These skills enable students to analyze, evaluate, and make responsible decisions in life. However in reality, especially at XYZ Private High School in South Tangerang, students critical thinking abilities are still not optimal, particularly in understanding complex and abstract concepts in the subject of Pancasila Education.

Many students tend to participate in learning merely as a formality. Furthermore, when students are given problems, they often provide similar answers or feel confused about how to respond. Many students are unable to relate the problems to real-life situations, and it is rare to see them generate creative ideas in solving problems or offering solutions. This reflects the low level of critical thinking skills among students in their learning process. One of the efforts that can be made to improve students critical thinking skills is by integrating technology into the learning process.

Technology plays a highly significant role in improving the quality and accessibility of education. Additionally, technology enables the implementation of more innovative and interactive learning methods. Canva, as one of the widely used graphic design platforms today, offers various features that allow for the creation of creative learning materials based on mind mapping.

Mind mapping can help students organize information and concepts visually, making it easier for them to understand complex material. It also supports the development of critical and creative thinking skills, as students are trained to identify

connections between various ideas and concepts. Furthermore, mind mapping can be used as a tool to encourage more participatory and interactive learning (Zubaedi, 2011).

Through this research, the researcher aims to explore the implementation of mind mapping using the Canva application as a learning medium for Pancasila Education to develop students' critical thinking skills. This study helps to understand how technology can be effectively integrated into the learning process to enhance the quality of education today.

The novelty of this research lies in exploring how technology is used in the teaching and learning process, as it is currently being widely developed. Combining mind mapping with digital design platforms like Canva represents an innovation in teaching methods, offering a new approach to developing students' critical thinking skills. This study provides a fresh perspective on how digital elements can be effectively integrated into traditionally structured learning, opening up opportunities for innovation in the learning process.

Method

The method used in this research is a literature review with secondary data collection techniques. According to Moh. Nazir (2014), secondary data is data obtained not through direct collection by the researcher, but rather data that has been gathered by other parties and is available from various sources such as books, reports, and articles.

Result and Discussion

Mind mapping is a visual method used to structure and organize information creatively and intuitively. This technique involves placing a central idea or concept in the middle of the page, with related ideas branching out from it. Each branch can further extend to elaborate or connect related ideas, creating a comprehensive and interconnected visual representation of the information. Tony Buzan (2021) emphasizes that mind mapping is designed to help the brain process information more efficiently and creatively. Mind mapping allows students to organize and connect various concepts visually, which aids in deepening their understanding and mastery of the material.

The implementation of mind mapping through the Canva application provides students with access to various visual tools that can be used to map their ideas in a more dynamic and interactive way. This process enhances students' critical thinking skills, as they are required to analyze information, make connections between concepts, and organize their ideas logically and systematically

Rahmat A, Nugroho D, & Sari R. (2022) also argue that Canva enables students to create more engaging and interactive mind maps compared to traditional methods. In the context of critical thinking, this higher level of engagement is crucial, as it encourages students to analyze the material more deeply, consider various perspectives, and make decisions based on a broader understanding.

This increased engagement ultimately contributes to the development of critical thinking skills, as students are encouraged not only to passively receive information but also to actively and analytically process it. The implementation of mind mapping using Canva as a learning tool can be done through several key steps. According to Sari, D. (2022), the following are the main stages:

1. Preparation of Materials and Learning Objectives : The teacher must determine the material to be studied and formulate the learning objectives to be achieved. The material is then broken down into key concepts that will serve as the main points in the mind mapping.
2. Designing the Mind Mapping Structure: The teacher creates the basic framework of the mind map in Canva, placing the main concept at the center with the sub-concepts branching out around it
3. Use of Visuals and Colors: At this stage, visual elements such as images, icons, and colors are added to strengthen the connections between concepts and to capture students' attention. Different colors can be used to distinguish each branch of the concept.
4. Collaboration and Student Interaction: Students can be given the opportunity to collaborate in enhancing the designed mind map. They can add information,

examples, or connections between concepts that they consider relevant.

5. Discussion and Reflection: After the mind mapping is completed, the teacher and students discuss the results together. The teacher provides feedback, and the students reflect on what they have learned. The mind map can then be used as a tool to evaluate the students' understanding of the material studied.

The ability to identify relationships between concepts and organize information hierarchically enables students to develop critical thinking skills, as they learn to assess the relevance and importance of the information they include in their mind maps. As clarified by Wahyuni, S., & Putri, R. A. (2022), the use of Canva in learning helps students more easily understand complex concepts. In the context of critical thinking, this deeper understanding is essential.

Canva provides students with the ability to organize information logically and visually, encouraging them to think more critically. The process of creating a mind map in Canva requires students to systematically structure information, prompting them to consider how the information is interconnected and how they can present it in the most effective way.

This statement is further supported by Rahmawati, Y., & Hidayat, T. (2023), who assert that Canva not only helps students in understanding the material but also encourages them to analyze information more critically, consider various perspectives, and make more informed decisions. The use of mind mapping in the Canva application as a learning tool also has several supporting and inhibiting factors that need to be considered in the context of education, particularly in developing students' critical thinking skills. Summarized from various sources, the following are the supporting and inhibiting factors in the use of mind mapping on the Canva application to enhance students' critical thinking skills.

Supporting Factors

1. Ease of Access and Use**:** Canva is a platform that is easily accessible and user-friendly for both students and teachers, whether through desktop or mobile devices. Its intuitive interface and various available templates simplify the creation of mind maps.
2. Creativity and Visualization Development**:** Canva offers a wide range of visual elements that assist in creating engaging and informative mind maps. This supports the development of students' creativity and enhances their ability to understand and retain information through effective visualization.
3. Real-Time Collaboration**:** Canva supports collaboration features that allow multiple users to work on the same mind map simultaneously. This feature facilitates cooperation among students and between students and teachers, enhancing interaction and discussion in the learning process.
4. Integration with Digital Technology**:** The integration of digital technology, such as Canva, enables more interactive and dynamic teaching. This aligns with the trend in digital education that encourages the use of technology-based media to increase student engagement.

Inhibiting Factors

1. Limited Access to Technology: Not all students have adequate access to devices and stable internet connections. This limitation can be a major barrier to implementing Canva based mind mapping, especially in areas with insufficient digital infrastructure.
2. Diverse Technological Skills: Variations in students' technological abilities can pose challenges. Some students may struggle with operating Canva, which could hinder the learning process.
3. Time Requirements: Although Canva simplifies the creation of mind maps, the process still requires time and a solid understanding of the mind mapping concept itself. If students are not yet familiar with this technique, the learning process may become slower and less effective.
4. Resistance to Change: Some teachers may be unfamiliar with using Canva or reluctant to shift from traditional

teaching methods. This resistance can be an obstacle to the full implementation of mind mapping in the classroom.

Conclusion

The implementation of mind mapping through the Canva application as a learning tool can significantly enhance students' critical thinking skills. Canva provides powerful visual tools that allow students to organize, analyze, and evaluate information more effectively. By encouraging active engagement, creativity, and in-depth analysis, Canva helps students develop critical thinking skills. Through the combination of creative visualization and systematic information structuring, Canva enables students to develop both critical and creative thinking simultaneously.

Supporting factors such as ease of access, creativity development, collaboration, and technology integration contribute positively to the implementation of mind mapping in Canva. However, challenges such as limited access to technology, varying skill levels, time requirements, and resistance to change must be addressed to maximize its effectiveness in education.

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