



CANVA-BASED INTERACTIVE LEARNING MEDIA FOR ISLAMIC RELIGIOUS EDUCATION SUBJECTS

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Abstract:

This research aimed to evaluate the effectiveness of using Canva-based interactive learning media in increasing students' understanding and participation in Islamic Religious Education subjects. The research method applied was a pretest-posttest experimental design using a control group and an experimental group. During the research, students from both groups were introduced to the learning material through conventional methods at first, but the experimental group was then given access to interactive learning media based on Canva. The results of the study showed a significant increase in understanding of the material and the level of participation of students in the experimental group compared to the control group. Statistical analysis showed significant differences between pretest and posttest within the experimental group, while the control group showed more limited improvement. This increase included aspects of understanding Islamic religious concepts as well as the level of student activity in the learning process. Implications include an in-depth analysis of Canva's effectiveness as a learning medium, challenges that teachers and students may face during its implementation, and suggestions for further development. The implication of this research was that Canva can be considered an effective tool in improving the quality of Islamic Religious Education learning, integrating interactive elements that motivate students to be more involved in learning.

INTRODUCTION

Education is a conscious and planned effort that aims to create a learning atmosphere and a process for oneself to have religious spiritual strength, self-control, personality, noble character, intelligence, and the skills needed by oneself and society (Rahmat Hidayat dan Abdillah, 2019). Education is an important aspect in the formation of quality human resources. The current digital era, information and communication technology has had a major impact in various fields, including education (Amaly et al., 2021). One of the big impacts of sophisticated technology in education is interactive learning media. Learning media are tools used to convey and distribute material given to students (Ellisa Fitri Tanjung, Tobroni Samsul, Hady, 2019).

By using media-based and visual learning media, it is hoped that students will be able to utilize their senses to see, listen, feel, evaluate and absorb various information that has been conveyed by the teacher (Aji, 2020). Learning media is intended for students to gain knowledge as one of the learning outcomes. The media used must be media that is capable of conveying information (Qothrunnada, 2018). Using appropriate learning media is the most important thing that can be done to make it easier for teachers to achieve learning goals. Because in the future, increasing educational performance is very necessary for information systems and information technology that function as supporters of the world of education so that they are able to compete in the global world (Dewantara et al., 2020).

In contrast to the learning conditions at Sanggar Guidance Hulu Langat Malaysia, the teacher's lack of knowledge regarding the use of interactive media makes the students' learning process boring. Learning at this institution is only based on the blackboard and textbooks, which makes the class atmosphere less exciting and enjoyable. Thus, many students do not understand the material provided.

Students' motivation and interest in learning can be encouraged by providing learning media that suits students' needs and the learning context (Hasbullah et al., 2019). Canva application-based interactive learning media is an attractive alternative for achieving more effective and enjoyable learning goals (Fauzia & Kustiawan, 2017). With the modern era and developing technology, ideas for utilizing learning media, especially interactive learning media, have certainly increased (Faradilla, 2018). Interactive learning media is a digital product or service (multimedia) provided by teachers to students by presenting learning content such as text, moving or animated images, video, audio or video games that can attract students' interest (Nengrum & Arif, 2020). Through this interactive media, it can also increase students' interest and motivation in learning.

Using appropriate learning media according to the learning material certainly makes it easier to achieve learning goals. According to Kemp & Dayto, learning media itself has three goals in specific educational experiences: (1) learning becomes more interesting, so that it will foster motivation and interest in learning, (2) learning materials are more different so that students will find it easier to understand, and (3) The use of learning media used by teachers is more diverse, so that students will not get bored easily (Zumrotul Fauziyah, Ahmad Shofiyuddin, 2022).

One of the teaching/learning approaches using ICT is through the development of multimedia and/or electronic-based media. One platform that has become popular among teachers and students is the Canva application (Darihastining et al., 2021). Canva is a web-based graphic design platform that provides a variety of tools and features for creating attractive visual designs. With an intuitive and user-friendly interface, Canva allows users to easily create presentations, posters, infographics and various interactive learning materials (Zumrotul Fauziah, Ahmad Shofiyuddin, 2022).

Melviana et al. (2023) in their research stated that Canva is an interesting and relevant alternative for use in a modern educational context. Interactive learning media using the Canva application is one of the references for innovative learning media by utilizing effective and efficient digital-based applications in accordance with 21st century developments. Tri Utami Faridah Hayati (2022) also explained that although there are many other applications that can be used, the Canva application is in great demand among all ages because it is very easy and affordable to use.

The novelty value of this research is that it presents learning media as an absolute obligation that a teacher must master. The choice of use of learning media in a school or a teacher must be influenced by advances in knowledge and technology. Apart from that, this research illustrates that in this era of globalization, media is a big challenge for teachers who play an important role in educating students according to current developments. The teaching and learning process of teachers and students must communicate well or what is called active learning. This research also presents the role of students as not just passive listeners but active participants in the learning process. Thus, this research aimed to evaluate the effectiveness of using Canva-based interactive learning media in increasing students' understanding and participation in Islamic Religious Education subjects.

RESEARCH METHOD

This research used descriptive qualitative methods. With this type of field research. Qualitative methods focused on the natural conditions of objects with the aim of understanding what phenomena are experienced by research subjects. The subject of this research was carried out at Sanggar Guidance Hulu Langat Malaysia. The research target was 25 students of Sanggar Guidance Hulu Langat Malaysia. The data sources and informants in this research were the principal and teaching staff of Sanggar Guidance Hulu Langat Malaysia.

Data collection was obtained from direct observation at the research site, then continued by conducting interviews with sources or informants, and the accuracy of the data found through analysis of literature/documentation studies through magazine references, scientific articles, correspondence journals and news sources. The data analysis techniques in this research are data collection, data reduction, data presentation, drawing conclusions and verification.

After the data was collected, the data was classified by making summary notes. Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to process further data. The data that has been grouped is then presented in descriptive writing so that it is easy to understand. The research results that have been collected and summarized are repeated again by matching the data reduction and data presentation, so that the conclusions that have been studied can be agreed as a report that has the correct level of confidence.

RESULT AND DISCUSSION

The teaching and learning process at Sanggar Guidance Hulu Langat Malaysia before using the Canva application felt boring. As the atmosphere in the class is not conducive, some students were paying attention but quite a few are sleeping or doing their own activities. Teachers were not enthusiastic about teaching because they only rely on lecture methods, printed books and blackboards. This makes students at the Hulu Langat Guidance Studio inactive and unfocused on the material being presented. So Islamic religious subjects seem boring and nothing interesting. Meanwhile, the learning process was communication where the communication process involves 3 components. These included the message sending component (teacher), the message receiving component (students) and the message component itself in the form of material (Marsita Dwi Susanti, 2021). Therefore, the learning process will be effective if the three components can collaborate. One way to ensure that the learning process runs well and effectively is by using interactive media based on the Canva application.

Use of Interactive Learning Media Using the Canva Application

The use of interactive media using the Canva application can increase students' interest in learning material, especially learning Islamic religious education with taharah and prayer material. As the researcher saw the activities of the students of Sanggar Guidance Hulu Langat, in the morning before learning started, the students gathered in the hall to read the short surahs of juz 30, read the hijaiyah letters, asmaul husna and recite study prayers. After that, the students of Sanggar Guidance Hulu Langat performed the dhuhā prayer in congregation before starting the learning process. In the learning process, students looked enthusiastic and focused in listening to the material presented by the teacher with material designed using the Canva application. So that the learning process looks conducive and enjoyable.

This is proven by the presentation of the results of interviews with teachers at Guidance Hulu Langat where there were differences in scores before and after experiments on using interactive media based on the Canva application. The average daily test score for Sanggar Guidance Hulu Langat students on Islamic religious subjects before using interactive media based on the Canva application was 42.34. Meanwhile, after implementing the use of learning media based on the Canva application, the average score was 75.15. From these results we can see that the use of interactive learning media using the Canva application was able to improve student learning outcomes in Islamic religious subjects.

The use of interactive learning media based on the Canva application also makes students more focused on delivering the material. This was the same as what one of the permanent teachers at Sanggar Guidance Hulu Langat said during an interview. He explained that the existence of interactive media such as the Canva application increased the enthusiasm and enthusiasm of the students at the Hulu Langat Malaysia Guidance Studio. Exposure to material that is

designed to be as interesting as possible makes students more quickly grasp the content of the material being taught. This statement is in line with Sanjaya and Wina's theory that the use of media can build students' energy and inspiration for learning. Apart from that, by using interactive learning media, students' interest in learning material can be expanded. The following is an example of using the Canva application in learning Islamic religion at Sanggar Guidance Hulu Langat Malaysia in the form of posters and PPTs.



Figure 1. Material for ablution procedures

Creating learning materials through PowerPoint (PPT) presentations using the Canva application can provide many benefits to support effective and interesting learning. Attractive and professional visual design from the Canva app without having to have an in-depth graphic design background. This can help maintain students' attention and make learning more interesting and enjoyable. Canva provides a variety of ready-to-use and customizable presentation templates. Choosing a template that suits the material and learning objectives, thus making teaching presentations more consistent and easy to follow.

Apart from that, Canva also allowed collaboration between teachers or between teachers and students. Teachers invite students to participate in making presentations, by letting them contribute to the content and design of the presentation according to a particular project or assignment. So it can make students more active and familiar with interesting learning media. The attractive and creative design of Canva presentations can help increase student engagement during learning. Visually appealing presentations can spark students' curiosity and help them understand the material better.

The Influence of Interactive Learning Media Using the Canva Application on Student Learning Outcomes

This section would discuss how the use of this media can have an impact on student learning outcomes. Canva's interactive learning media offers a variety of visual, audio and interactive elements that can capture students' attention.

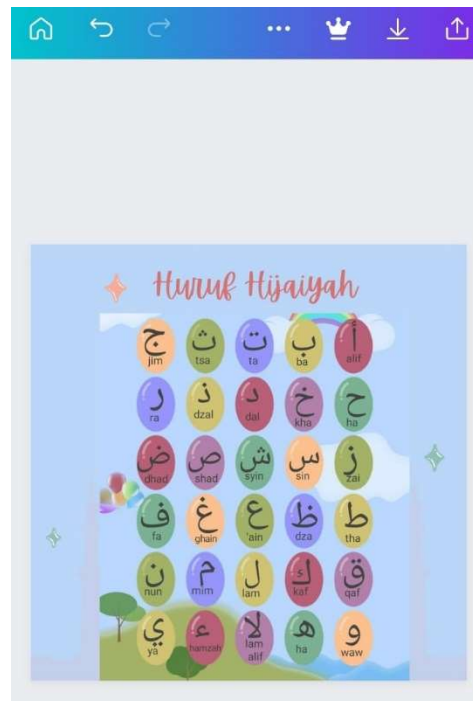


Figure 2. Hijaiyah letters

The presence of images, videos, animations and other interactive elements such as those in Figure 2, makes students tend to be more interested and involved in the learning process. Their memory skills will improve because learning materials are designed with a variety of color combinations. This can lead to increased concentration and interest in learning, ultimately potentially affecting their learning outcomes. By utilizing Canva features such as concept visualization, diagrams and infographics, learning material can be explained more clearly and interestingly. This can help students understand complex concepts better. Effective use of visualization can make it easier for students to relate information and remember it in the long term.



Figure 3. Material for prayer procedures

Figure 3 explains the procedures for good and correct prayer along with pictures of each movement which aims to ensure that students, especially Hulu Langat guidance students, understand how each prayer movement is good and correct. The importance of learning this prayer procedure material is to instill religious values in students that praying well and correctly is something that must be carried out. Nowadays, many students and even adults still have many wrong prayer procedures and are very difficult to correct because they are used to it. That way, these students must know how to pray properly and correctly. In Figure 3 above, the teacher not only shows how to pray but also provides direct practice.



Figure 4. Prayer practices of Hulu Langat guidance studio students

The picture above is a prayer practice carried out after learning the previous prayer procedures. The students at the Hulu Langat guidance studio looked very serious about practicing good and correct prayer procedures with each movement. This is a successful application of interactive media based on the Canva application in Islamic religious subjects at Sanggar Guidance Hulu Langat Malaysia.

One of the main advantages of interactive media is its ability to encourage direct interaction between students and learning material (Satriawan et al., 2020). The Canva app allows students to actively participate in learning through interactive questions, drag-and-drop activities, and creative assignments. This not only increases engagement, but also provides an opportunity to apply knowledge in a practical way (Widiana, 2020). With interactive features, the Canva app may be able to provide instant feedback to students about their performance in learning activities. Teachers and students can identify areas where students need to improve their understanding, and can take corrective action early.

From the results of the interview on June 18 2023, interactive learning methods and media are very important to be applied to Islamic religious subjects at Sanggar Tutoring Hulu Langat. The Canva app has proven itself to be a highly effective tool in learning contexts by giving teachers the ability to create visual presentations that are not only engaging, but also creative, spark curiosity and enrich students' learning experiences. In an educational world that is increasingly oriented towards visualization and interaction, Canva is a bridge between substantial learning content and stunning presentations, ensuring that the information conveyed is not only received, but also remembered well by students.

Therefore, mastery of knowledge and understanding of interactive learning media must be possessed by a teacher (mediator) in the teaching and learning process with the aim of creating effectiveness in learning. Because the world of education cannot be separated from science, including the development of science (Sari & Hamengkubuwono, 2021). Like Canva-based interactive media, namely with Canva, teachers have access to a variety of professionally designed templates, allowing them to combine visual, text and graphic elements into a display that is evocative and makes it easier to understand complex concepts. Flexibility in the use of fonts, colors, and other designs allows teachers to adapt presentations to the characteristics of the class and the material being taught, creating an atmosphere that supports more personalized and effective learning.

One day in the Islamic Religious Education class, the researcher observed various aspects of learning activities carried out by the teacher. First, teachers actively use the Canva application in creating learning materials, creating an innovative atmosphere. The explanation of the material provided is also clear and easy for students to understand, indicating the teacher's success in utilizing technology.

Students were actively involved in discussions and learning activities, reflecting the teacher's effectiveness in creating an environment that supports student participation. Teachers don't just sit in fixed places; instead, he moves actively throughout the class, showing dedication to ensuring all students are engaged in learning. The teacher's use of communicative language supports student understanding, while providing opportunities to ask questions strengthens two-way interaction in the classroom. Follow up regarding the next material and ending the lesson on time shows careful planning and efficient time management by the teacher.

Furthermore, noticed that using Canva significantly increased student engagement in Islamic Religious Education courses. Students seemed more enthusiastic and participated actively, giving an indication that the technology was an effective tool in learning. Finally, teachers admitted that the Canva application makes the process of creating materials easier, providing significant practicality in lesson preparation. Thus, these observations depict a dynamic, innovative and effective class, where technology such as Canva contributes to improving the quality of learning.

The results of the instrument above can be concluded that interactive media based on the Canva application reduces teachers' workload in terms of visual design. Apart from that, teachers can save valuable time that can be used for further preparation, such as interaction with students, or improving teaching methods. It also allowed teachers to concentrate on the important points of the material, direct students' attention, and create a presentation that flows well (Basri et al., 2023)

The teacher looks enthusiastic and enthusiastic in teaching. This was proven by the results of an interview with one of the other Hulu Langat guidance studio teachers. That since they know about interactive media such as the Canva application, they are better prepared for the material that will be presented tomorrow and also that we teachers are more active in looking for creative ideas that we design in the material that we will present tomorrow. Apart from that, he also said that interactive media based on the Canva application makes the material shorter, concise and clear so that it is easier for students to summarize in their notes. Teachers at the Hulu Langat Guidance Studio share the knowledge they gain when using this interactive media with teachers at other Guidance Studios. Overall, the Canva App was an invaluable tool in supporting the learning process by providing attractive, creative and effective visual presentations. With Canva, learning becomes more dynamic, challenging and has a positive impact on student development.

CONCLUSION

The results of this research can be concluded that the use of interactive learning media based on the Canva application in Islamic religious subjects can increase student interest and motivation in the teaching and learning process in Islamic religious subjects. Students' interest in learning was also very good, which is then in line with student learning outcomes. The learning process of

Sanggar Guidance Hulu Langat is getting better because it provides meaningful experiences through attractive displays and fun activities. Apart from that, responses from students at the Hulu Langat guidance studio also showed that the interactive learning media based on the Canva application had a different, short and interesting appearance, making it easier for them to understand Islamic religious lessons which were previously said to be boring. So it can be concluded that interactive media based on the Canva application is very influential on Islamic religious subjects in the Hulu Langat Malaysia guidance studio.

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