



The Effect of Canva for Education on Learning Outcomes in Islamic Education Subjects: Learning from the Services of Caliphs Uthman bin Affan and Ali bin Abi Talib

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ABSTRACTS

Islamic religious education has several classic problems, such as learning materials that are considered uninteresting, teaching methods that are unpleasant and tend to be boring and do not motivate students. Technological intervention in Islamic religious education can play an important role in helping the learning process so that learning objectives can be achieved as expected. The purpose of this study was to determine the effect of Canva media on student learning outcomes in Islamic religious education. The research method used was pre-experimental with a one-group pretest-posttest design with descriptive and inferential statistical analysis techniques to analyze sample data, the results of which were applied to the population. The results showed that the use of Canva for Education media had a significant and positive effect on student learning outcomes in Islamic Religious Education (PAI) for sixth grade students at SDN Bingawati. The pre-test scores (averaging between 20.8 and 53.91) led to much higher post-test scores (averaging between 70.31 and 89.68). This study reinforces the statement that information presented in both text and visual forms is easier for the brain to process.

ARTICLE INFO

Article History:

Received 15 Mar 2024

Revised 18 May 2024

Accepted 09 Jul 2024

Available online 05 Aug 2024

Publication Date 01 Dec 2024

Keyword:

Canva for education media,
Islamic education subjects,
Learning outcomes.

1. INTRODUCTION

Education is a vital component of human development. In recent decades, in particular, advances in science and technology have had a profound impact on many aspects of human life. Teachers can leverage technological and informational advancements to foster creativity in designing learning environments tailored to students' needs. Available online resources also present a great opportunity to enrich prepared materials; however, in reality, most teachers are unable to make the most of this technology due to a lack of knowledge and skills in using the available tools.

With advances in technology, there are many apps that can be used as learning tools, supported by visual and audio elements; one of them is Canva (Fahminnansih et al., 2021). Given the rapid pace of technological advancement, teachers must be able to incorporate new educational media that utilize technology (Fadilah et al., 2023). In several studies, the use of educational media has increased significantly (Sastafiana et al., 2024). In the learning process, Canva can create the perfect environment for learning activities and help students observe and understand the material (Farisia & Fitriyah, 2024).

Religious Education is often viewed as an uninteresting subject, with teaching methods that are unengaging, tend to be boring, and fail to motivate students (Adinda & Pahrudin, 2024). Findings from observations at SDN Bingawati indicate that student learning outcomes are significantly influenced by the media used during instruction and supported by various teaching methods. Media is defined as any form of equipment specifically designed to convey information and facilitate interaction in the classroom (Agustian & Salsabila, 2021). The scope includes physical print materials, visual media, audiovisual media, multimedia, and web content.

However, most teachers still rely on makeshift teaching materials and have not yet fully leveraged technology in the classroom, even though students tend to be more engaged when teachers employ engaging teaching methods that incorporate educational media. The appropriate use of educational media can lead to high-quality learning (Aulia et al., 2025).

Responsive Islamic Education teachers need to address these circumstances by adopting an innovative and creative approach in order to develop teaching strategies that are appropriate for the current needs of their students, who are familiar with digital media (Aziz et al., 2020). Canva can support the learning process carried out by teachers and students by leveraging technology, skills, creativity, and other strengths, as it can stimulate students' interest in learning by providing an engaging learning environment and educational materials (As-Salafy et al., 2024; Mahmud, 2024).

Recognizing the importance of using educational media in the teaching and learning process, this study aims to motivate teachers in particular to enhance their creativity in developing engaging and innovative learning materials that can facilitate the delivery of classroom content, thereby determining the extent to which the use of Canva influences student learning outcomes.

2. METHODS

This study employed a quantitative approach using an experimental method. An experimental method is a research method used to determine the effect of a specific treatment on another variable under controlled conditions. The researcher used a pre-experimental research method with a one-group pretest-posttest design. In this design, a

pretest is administered before the treatment is given to obtain more accurate results, as it allows for comparison with the condition prior to the treatment.

The variables used are independent variables: these are variables that influence or cause changes in or the occurrence of the dependent variable. In this study, the independent variable is the Canva for Education platform (X), and the dependent variable: also known as the output or consequent variable. The dependent variable in this study is Student Learning Outcomes (Y).

Canva for Education is a technology-based platform that can be used for learning. In this context, Canva for Education can help teachers and students facilitate technology-based learning activities, which foster creativity and skills while offering other benefits, thereby capturing students' interest and boosting their motivation to learn. This, in turn, impacts students' learning outcomes. Learning outcomes are changes that occur in students in terms of knowledge, understanding, and even attitudes and behavior. To achieve good learning outcomes, strategies are needed during the learning process to capture students' attention and boost their motivation, ensuring that learning achieves its objectives.

The population for this study consists of all 371 students at SDN Bingawati for the 2024–2025 school year, comprising 189 male students and 182 female students. The sample for this study consists of the sixth-grade class, which comprises 31 male students and 31 female students.

Next, the researcher used several data collection techniques, including: 1) Observation, a data collection technique used to observe human behavior, respondents, work processes, and natural phenomena. 2) Questionnaires, a data collection technique in which respondents are given a set of written questions or statements to answer. 3) Tests, a technique used to measure students' abilities or knowledge in a specific field following the learning process, and 4) Documentation.

Next, the data analysis techniques used were validity and reliability tests, which were conducted prior to further data analysis as part of the research instrument validation process. The objective was to ensure that the instruments used accurately measured what they were intended to measure (validity) and produced consistent results when repeated (reliability). The subsequent data analysis involved the use of descriptive and inferential statistics with the assistance of the SPSS 20.0 software.

3. RESULTS AND DISCUSSION

In the learning process, when Canva is used to present instructional materials with varied designs, students respond very differently. Students appear more enthusiastic because they are drawn to the visuals provided, which in turn motivates them to engage in the lesson—especially considering that the learning styles of the sixth-grade students in this study are predominantly visual. In contrast, when teachers present learning materials consisting solely of text or drawn exclusively from textbooks, students' enthusiasm and motivation to learn are significantly diminished.

Based on the results of a study conducted through classroom observations of the Islamic Education teacher at SDN Bingawati while teaching using Canva, a positive impact was found on students' understanding, engagement, and creativity regarding Islamic Education materials.

In addition to capturing students' attention, Canva has also helped students gain a deeper understanding of the material and reinforce their learning, enabling them to grasp concepts more easily and quickly and retain the material for longer. Consequently, the use of Canva for Education in the learning process allows students to develop their thinking skills, which are expressed through creativity and effective communication. The learning outcomes achieved by students demonstrate that this platform can be an effective tool for improving the quality of learning.

The learning outcomes obtained from the pretest and posttest administered to students before and after the use of Canva for Education in the sixth-grade Islamic Education class can be seen in the calculated mean (average), median (middle value), mode (most frequently occurring value), followed by measures of variability (range, variance, and standard deviation), as well as frequency distributions; the final results can be seen in the categorization table in **Table 1**.

Table 1. Pre-test categorization of sixth-grade students' learning outcomes: The effect of canva for education

Category Limits	Interval	Frequency	Percentage	Notes
$X < 20,8$	10 - 20,7	1	1%	Low
$20,08 \leq X < 53,92$	20,8 - 53,91	52	74%	Medium
$53,92 \leq X$	$53,92 \leq 79$	9	25%	High
Total		62	100%	

Based on the table above, it can be seen that among sixth-grade students who learned without the use of Canva, 1% (1 student) scored in the low category, 59 students (74%) scored in the moderate category, and 9 students (25%) scored in the high category. Therefore, it can be concluded that the largest percentage of students' pre-test scores fell into the moderate category with a score range of 20.8–53.91, comprising 52 students (74%).

Based on **Table 2** below, it can be seen that the learning outcomes of sixth-grade students who studied after being exposed to the Canva media intervention showed 11% (9 students) in the low category, 41 students (67%) in the moderate category, and 12 students (22%) in the high category. Thus, it can be concluded that the largest percentage of students' pre-test scores fell into the moderate category with a score range of 70.31–89.68, comprising 41 students (67%).

Table 2. Categorization of sixth-grade students' learning outcomes after the posttest: The effect of canva for education

Batas Kategori	Interval	Frequency	Percentage	Notes
$X < 70,31$	50 – 70,30	9	11 %	Low
$70,31 \leq X < 89,69$	70,31 – 89,68	41	67 %	Medium
$89,69 \leq X$	$89,69 \leq 96$	12	22 %	High
Total		62	100%	

After the pretest and posttest learning outcomes were obtained, the researcher conducted several statistical tests to determine the effect of the Canva medium on learning outcomes. In the data normality test, it was found that one of the datasets—either the pretest or the posttest—was not normally distributed. Therefore, the final results of the hypothesis test, which used a non-parametric test (the Wilcoxon test)—a test that does not require the assumption of normality—indicated that the use of Canva for Education had a significant effect on learning outcomes in the PAI subject. This can be seen in the following **Table 3**.

Tabel 3. Uji Wilcoxon

		<i>posttest</i>	-
		<i>pretest</i>	
Z		-6.851^b	
Asymp. Sig. (2-tailed)		.000	

From the table above, it can be seen that the p-value is 0.000 and Z is -6.851, where the Asymp. Sig. (2-tailed) is $0.000 < 0.05$, meaning there is a significant difference between the pre-test and post-test scores. Thus, it can be concluded that the use of Canva for Education has an effect on student learning outcomes; therefore, in this case, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of Canva for Education in the Islamic Religious Education learning process for sixth-grade students at SDN Bingawati has a positive impact on student learning outcomes. After lessons were conducted with the aid of Canva, students appeared more interested, active, and able to easily understand the material presented. Previously, the learning process tended to be less engaging and one-sided; however, after using Canva, the classroom atmosphere became more lively, and students felt more involved in the learning process. They absorbed information more easily because the material was presented visually, engagingly, and tailored to their needs. Improvements in student learning outcomes were evident in changes in attitude, active participation during lessons, and their understanding of Islamic Religious Education material—particularly regarding the exemplary conduct of the caliphs. This demonstrates that appropriate and engaging learning media play a crucial role in helping students learn more effectively. This study reinforces learning theory and the cognitive theory of multimedia learning, which state that information presented simultaneously in text and visual form is processed more easily by the brain. In other words, canva for education can motivate students to be more enthusiastic about learning and achieve better academic results than before.

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