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## The Role of Canva-Based Learning Media to Motivate Students to Participate in Islamic Religious Education Learning at Mts Muhammadiyah 15 Medan

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### ABSTRACT

This study aims to analyses the role of Canva-based learning media in motivating students to participate in Islamic Religious Education (PAI) learning at MTS Muhammadiyah 15 Medan. Canva-based learning media offers the convenience of presenting material that is engaging, interactive, and tailored to students' needs. This research method uses a qualitative descriptive approach by collecting data through interviews, observations, and documentation. Data analysis is carried out in the stages of data reduction, data presentation, and conclusion drawn. The results show that the use of Canva-based media can increase students' interest in learning, create a more dynamic learning atmosphere, and make it easier to understand the material. Thus, Canva-based media can be an innovative solution in increasing students' motivation to learn, especially in IPA subjects.

## 1. Introduction

Learning media is a fundamental element in the world of education that acts as a bridge between teaching materials and students. The existence of this media is important because it can clarify the delivery of information conveyed by teachers, so that it can be better understood by students (Sapriyah, 2019). Learning media is not limited to visual aids such as images or posters, but includes more advanced technologies such as digital presentations, animated videos, and interactive applications. Learning media in today's digital era includes interactive platforms that allow the learning process to be more dynamic and fun. This makes it easier for teachers to deliver material and increase student participation in learning (Fitriana et al., 2024).

Learning media is not only a tool in the learning process, but is also part of the education system that is able to foster students' motivation and curiosity. (Nurfadhillah et al., 2021). Interesting and relevant learning media can arouse students' enthusiasm, so that they are encouraged to be active in learning activities. The right media can overcome communication barriers in the classroom, improve information retention, and help students understand complex concepts through engaging visualizations. In other words, learning media functions as an effective communication intermediary between teachers and students in conveying educational messages efficiently and effectively (Nurhidayah et al., 2023).

In the context of 21st century learning, learning media has undergone a major transformation along with advances in information and communication technology. (Nuraeni et al., 2024). No longer limited to textbooks or whiteboards, learning media now includes the use of computers, the internet, graphic design applications such as Canva, as well as various other digital learning platforms. Learning media that is prepared in a planned and systematic manner can create a pleasant learning atmosphere, thus helping students to understand the material optimally. Modern learning media not only play a role as a carrier of information, but also as a tool to foster students' creativity, collaboration, and critical thinking skills. Thus, learning media is an integral part of modern education that is adaptive to the development of the times and the needs of students. (Khasanah et al., 2024).

The development of information and communication technology (ICT) presents opportunities for the quality of learning. The use of interactive digital learning media can be a solution in creating interesting and easy-to-understand materials (Junaedy et al., 2021). In the digital era, technology has become an integral part of students' lives. Unfortunately, not all teachers are able to integrate technology effectively in learning, including in Islamic Religious Education subjects. In fact, various studies show that the use of technology-based media can significantly increase learning motivation. Creative and interactive learning media can attract students' attention and facilitate understanding of the material (Jf et al., 2024).

The use of technology in Islamic Religious Education learning is increasingly important to increase students' interest and motivation in following lessons. Technology-based learning media (Kullah et al., 2024), like Canva, can be an interesting alternative for delivering PAI material. The use of visual design can help students understand the material more easily and feel more interested in participating in learning. However, based on preliminary observations carried out on January 15 2025, at Mts Muhammadiyah 15 Medan, the technological infrastructure is adequate, as indicated by the presence of a projector (infocus), internet access for implementing learning, but the existing potential has not been utilized optimally in learning. Teachers still often use the lecture method in providing explanations on the implementation of learning activities. (Pohan et al., 2022).

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Canva is a web-based graphic design platform designed to make it easy for anyone to create different types of visual content professionally, even without any special expertise in graphic design. The app was first launched in 2012 by Melanie Perkins, Cliff Obrecht, and Cameron Adams. Along with the development of digital technology, Canva is here as a creative solution for modern society that wants to create attractive designs practically and efficiently. Canva is an online design platform that provides a variety of tools and features to easily create visual content, from presentations, posters, infographics, to learning videos. This platform is designed to be accessible to all groups, both students, teachers, students, and even small and medium business actors (Fauziah et al., 2022).

Canval was founded in 2012 by Melaniel Perkins to simplify the design process. The platform provides a variety of templates that can be customized to create learning materials that are more engaging and interactive. Learning motivation in the academic success of students. Low motivation is often caused by conventional learning methods that are monotonous and less relevant to the digital era (Sarah, 2024). The dominant lecture method tends to make students passive and less enthusiastic about learning (Kristianty & Sulastri, 2021).

In the world of education, Canva is one of the important innovations in supporting a more interactive and engaging teaching and learning process. The use of Canva as a learning medium allows teachers and students to create various teaching materials in the form of communicative visuals, such as learning posters, thematic infographics, and digital presentations. Canva's strength lies in the variety of templates available, ease of use, and free access provided to educational institutions through the Canva for Education program. Canva can help teachers deliver their subject matter more engagingly, while for students, Canva is a tool to channel creativity in working on visually based assignments (Khamdani, 2023).

Canva also reinforces the 21st-century competencies demanded in today's world of education, such as critical thinking, creativity, collaboration, and communication. Using Canva, learners can learn not only about the content of the material but also how to structure information visually, work in teams to produce projects together, and present their work digitally. Canva is not just a design tool, but also a learning platform that encourages digital and visual literacy skills. Therefore, the use of Canva in the world of education is very relevant to the challenges of the times, while supporting digital transformation in the learning process (Anggraeni & Maryanti, 2021).

Islamic Religious Education (PAI) has a very important strategic role in shaping the character, morals, and spirituality of students as the next generation of the nation. This learning instils Various factors that cause low PAI learning motivation, including less interactive learning methods and more engaging learning. (Nurhidayah et al., 2023). As for what is needed in innovating PAI learning strategies that integrate modern technology to increase student active involvement and create more meaningful learning practices (Samaun, 2022).

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## 2. Methodology

This study uses a qualitative descriptive approach, which aims to describe in depth the role of learning media based on Canva in motivating students to take part in Islamic Religious Education learning at MTs Muhammadiyah 15 Medan. This approach was chosen because it was able to dig into detailed data about the research subjects' experiences, views, and perceptions of the use of Canva-based learning media. The subject of this study is grade VIII students at MTS Muhammadiyah 15 Medan. Data collection techniques with interviews, observations, and documentation. Data analysis is carried out in the stages of data reduction, data presentation, and conclusion drawn. The data reduction stage involves selecting relevant data from interviews, observations, and documentation. The reduced data is then presented in the form of a narrative description that illustrates patterns of Canva's use in learning and its impact on student motivation. Furthermore, conclusions are drawn based on the results of the analysis while still considering the validity of the data through triangulation of sources and methods.

## 3. Result and Discussion

### *Application of Canva-Based Learning Media in PAI Learning at MTS Muhammadiyah 15 Medan*

Based on the results of interviews with Islamic Religious Education (PAI) teachers, it is known that the use of Canva as a learning medium has begun to be implemented in MTS Muhammadiyah 15 Medan, especially for grade VIII. Teachers use Canva to create infographics, interactive presentations, and posters of Islamic values displayed throughout the learning process. In the documentation obtained, it can be seen that the teacher compiled the presentation slides using various Canva features, such as Islamic icons, illustrations of the Qur'an and hadiths, and simple animations to attract students' attention (Figure 1).



Figure 1. Teacher Interview

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In addition, some students were also given individual and group project assignments using Canva, such as creating digital da'wah posters, hadith quotes, or lesson summaries with attractive designs. The results of the documentation show that the students are quite enthusiastic in putting together these tasks because Canva offers ease of use as well as an attractive visual appearance. The teacher said that with Canva, the delivery of material that was previously monotonous becomes more interactive, modern, and fun (Mayarisa, 2023).

### ***Factors That Hinder the Implementation of Canva-Based Learning Media***

Although the application of Canva-based learning media has many benefits, from the results of interviews and observations, several obstacles were found in its implementation. First, the limitations of technological facilities, such as the lack of access to devices (laptops or mobile phones) for some students, as well as unstable internet connections in the school environment. This makes it difficult for students to access Canva optimally, especially when they are asked to create their designs (Arisman et al., 2022).

Second, students' digital literacy skills are not evenly distributed. Some students still have difficulty operating Canva, especially with design features that require creativity and precision. In addition, limited learning time makes it difficult for teachers to deliver in-depth Canva training to students who are left behind. The teacher also revealed that not all PAI materials are suitable for packaging in digital visual form, especially materials that require in-depth explanations and discussions.

### ***Impact of Canva-Based Learning Media on Student Motivation***

The results of interviews and documentation show that the use of Canva in Islamic Religious Education learning has a positive impact on student learning motivation. Students feel more interested and enthusiastic in following lessons because the presentation of the material is more colorful, varied, and easy to understand. In interviews, students stated that they prefer to see material in the form of infographics or posters because it is easier to remember and not boring. Documentation of student assignments shows that many of them display creativity in designing quotations of verses or hadiths using Canva. This indicates that Canva not only helps in delivering material but also encourages active student involvement, including in terms of critical thinking and Islamic aesthetics. Teachers also assess that Canva is able to be a positive stimulus for students who were previously less active to become more involved in the learning process (Alfian et al., 2024).

### ***Application of Canva-Based Learning Media in PAI Learning at MTS Muhammadiyah 15 Medan***

The application of Canva-based learning media in the subject of Islamic Religious Education (PAI) at MTS Muhammadiyah 15 Medan shows a shift in learning methods from conventional to a digital, interactive, and creative approach. Canva

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allows teachers to package teaching materials in the form of infographics, presentations, and other visual media that are interesting and easy to digest based on the results of the research that has been conducted, it can be concluded that the application of Canva-based learning media in the subject of Islamic Religious Education at MTs Muhammadiyah 15 Medan has a positive impact on the learning process, especially in increasing students' motivation to learn. Canva, as an interactive visual medium, can attract students' attention, make it easier to understand the material, and create a fun learning atmosphere and not watching.

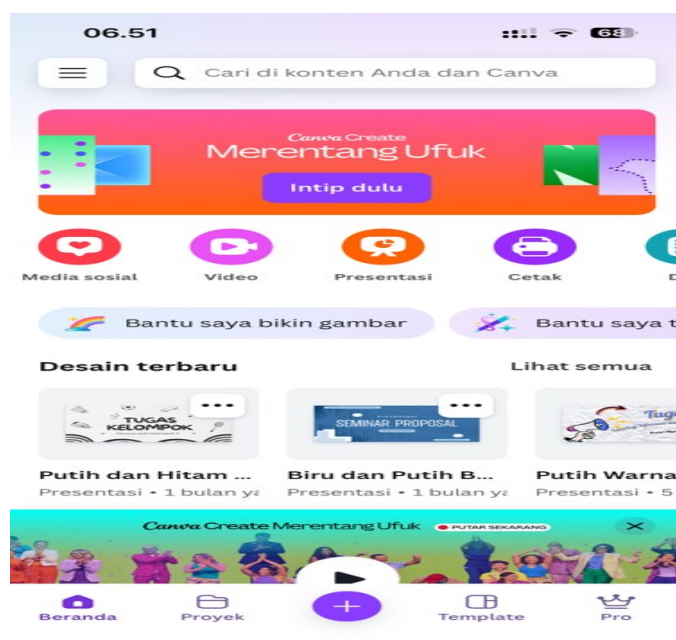


Figure 2. Canva Activities

However, there are still several obstacles to implementation, such as limited technological devices, uneven internet access, and a lack of skills for teachers and students to operate Canva optimally. These obstacles need to be overcome through strengthening school infrastructure, digital competency training, and continuous mentoring

Overall, the use of Canva is proving to be an innovative learning media alternative that is relevant to the needs of today's digital generation. With the right support, Canva can be an effective tool in supporting the achievement of PAI learning goals in a more meaningful and enjoyable way (Maddikunta et al., 2022).

These results are in line with research conducted that using Canva as a learning medium can increase students' interest and attention due to its visual and flexible appearance. In addition, Canva is very effective in supporting both online and in-person learning, especially in conveying abstract concepts that require visual explanation.

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In theory, this approach is related to Piaget's theory of cognitive learning, which states that students will more easily absorb information when the material is presented in a concrete and visual form. Bruner's theory of constructivism also emphasises the importance of visual aids in the learning process, as students build their understanding through interactive processes with the environment and the learning media they use. Therefore, the application of Canva is very appropriate in supporting PAI learning, which has tended to be narrative and requires strengthening the visualisation of concepts.

### ***Factors That Hinder the Implementation of Canva-Based Learning Media***

While Canva offers a variety of advantages, the study also found several technical and non-technical barriers to its implementation. Some of the main obstacles are the limitations of internet devices and networks, as well as low digital literacy among students and teachers. In addition, the main obstacles to the use of digital learning media such as Canva are uneven technological facilities and a lack of digital skills training for teachers and students. In the context of high school, not all students have adequate access to devices and stable internet networks, especially in environments with lower-middle-class economies.

From a theoretical point of view, these barriers can be analyzed using Rogers' Innovation Diffusion Theory, which explains that the adoption of technology in education is greatly influenced by social conditions, infrastructure readiness, and users' perception of the benefits of the technology. If teachers and students are not fully prepared in terms of knowledge and skills, then the use of Canva will not be optimal. Therefore, the development of digital literacy and facility support is the main key to the successful implementation of technology-based learning media.

### ***The Impact of Canva-Based Learning Media on Student Motivation***

The application of Canva in PAI learning has a positive impact on student motivation, both in the form of intrinsic and extrinsic motivation. Students feel happier, interested, and actively engaged in the learning process because of its attractive, modern, and non-boring appearance. These results align with Canva's media can increase students' motivation to learn because it provides a more enjoyable learning experience. Additionally, students who are actively involved in creating projects using Canva show an increase in confidence, learning responsibility, and interest in the teaching material.

Theoretically, this is related to the ARCS (Attention, Relevance, Confidence, Satisfaction) Motivation Theory developed by John Keller. Canva is able to attract attention (Attention), provide relevance to students' digital world (Relevance), build confidence because it is easy to use (Confidence), and give satisfaction when seeing the results of one's own design (Satisfaction). Therefore, the use of Canva not only has an impact on cognitive learning outcomes but also the affective aspects of students (Daniati et al., 2023).

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#### 4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of Canva-based learning media in the subject of Islamic Religious Education at MTS Muhammadiyah 15 Medan has a positive impact on the learning process, especially in increasing students' learning motivation. Canva, as an interactive visual media, can attract students' attention, facilitate material understanding, and create a fun and non-monotonous learning atmosphere.

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