The Canva application; Solutions for Development of Learning Media for Islamic Religious Education at SDN 10 Perembang Gala, Indonesia

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Abstract

This study aimed to analyze the learning of Islamic Religious Education and BP in elementary schools in an engaging, fun, and not dull learning. This study uses the Research and Development (R&D) research method, and the model used is the ADDIE development model. Media experts have validated this product and tested it with ten students of SD 10 Perembang Gala village of Landau Tubun, Malawi. Primary data sources are Islamic Religious Education teachers, students, and school principals; secondary data sources include research journals, books, and websites. This study's results indicate that the validation results show that media experts get an average of 78.75%, which is included in the "Valid" category of Canva media implementation with links sent via the WhatsApp group for class VI SD Negeri 10 Perembang Gala. The results of student responses to the product average 86.37%, indicating that the product is feasible. The pre-test and post-test results show the effectiveness of developing PAI-BP learning media based on the Canva application, with a score of 100% increasing even though 13.6% has not been completed. Canva application-based media development can increase student motivation and achievement and be used in learning.

Keywords: *Canva Application, Development of Learning Media, Islamic Religious Education*

A. Introduction

The problems faced by Islamic Religious Education and Characteristics (PAI-BP) when teaching includes: Students do not focus on learning, some students are still not fluent in reading, writing, and arithmetic (Calistung), limited facilities and infrastructure, such as InFocus, even if it is already broken. So students are less interested in taking PAI-BP lessons and the need for teachers to utilize learning media; students feel that they have heard the material presented at the previous level and in the community, so they think PAI-BP learning is expected . According to Tafano, in his research, many teachers still needed to implement innovative learning media; not only did they not apply the media, but there was no learning media at school (Tafano, 2018).

The Canva application is a solution used to answer various problems in the world of education, especially in Islamic religious studies; it also has its drawbacks. The advantages of the Canva application include: (1) having a variety of attractive designs, (2) being able to increase the creativity of teachers and students in designing learning media because many features have been provided, (3) saving time in practical learning media, (4) in designing, you do not have to use a laptop, but you can do it through a device, (5) you can collaborate with other teachers (R. E. & Faiza, 2019).

As an artificial application, of course, it has drawbacks, including this application uses an internet network which must be solid and smooth; in the Canva application, there are several templates, stickers, illustrations, fonts, and so on for a fee, sometimes the design chosen has the same design as other people, whether it is the templates, images, colors. So, it is up to the user to choose a different design (Rainbow, 2020).

In previous research, researchers found about the development of learning using the Canva application, such as Rahma Elvira Tanjung and Delsina Faiza about Canva as a learning medium in

basic electricity and electronics subjects that Canva learning media is suitable for use in the learning process (R. E. & Faiza, 2019). Tiara Melinda, and Erwin Rahayu Saputra about Canva, as a science learning medium for heat transfer materials in elementary school, that Canva learning media can be made easily for teachers and learning materials are animated using the features available on Canva (Melinda & Saputra, 2021). Gita Permata Puspita Hapsari and Zulherman regarding the Development of Canva Application-Based Animated Video Media to Increase Student Motivation and Achievement in Science Learning (Hapsari & Zulherman, 2021). Garis Pelangi examines the use of the Canva application as a medium for learning the Indonesian language and literature at SMA/MA level (Pelangi, 2020).

Facts from initial observations based on interviews with PAI-BP teachers at Perembang Gala 10 Elementary School, namely students are less focused on participating in learning, students are not fluent in reading and writing and arithmetic (listing), learning facilities and infrastructure is still limited, such as InFocus, even if it is already damaged. The study found that 60% needed to meet the minimum completeness criteria (KKM). As for what distinguishes this research from previous research, the researcher developed learning media for Islamic Religious Education and Characteristics (PAI-BP) on the theme "Zakat, Infaq and Sadaqah" to carry out a learning innovation to answer students' problems, to improve understanding of learning Islamic religious education as well as increasing the attractiveness of students in learning Islamic religious education, so that they are motivated and learning outcomes increase.

B. Method

The research method used is qualitative research with the type of Research and Development (R&D), and the model used is the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The research location was conducted at Perembang gala 10

Public Elementary School, Landau Tubun Village, Pinoh Selatan District, Malawi Regency, held from 10 - 30 January 2023. The primary source in this research was Islamic Religious Education teachers, class VI students at SD 10 Perembang gala with ten students-secondary data sources in research, essential books, journals, and documents that support this research. The reason for choosing Class VI Elementary School students is because they are used to using cell phones and using applications and their features. The ADDIE development model uses the following stages; first (Analyze), a needs analysis is carried out to find problems regarding classroom learning so that you can find out learning needs. Second (Design) planning is done by compiling research and choosing material to be developed in learning media. The third stage (Development) of development is carried out by developing audio-visual media using the Canva application. The fourth (Implementation) the implementation is carried out by interviewing about the effectiveness of the media so that it can increase motivation and learning achievement, and the last stage (Evaluation) evaluation aims to find out the shortcomings of learning media that will be developed.

In the analysis stage of the application of Canva application-based learning media development to increase the motivation and learning achievement of class VI students in Elementary School 10 Perembang Gala, a total of 10 students, the researchers carried out data collection techniques with questionnaires or questionnaires, tests, and documentation. The instrument used was an IT expert validation questionnaire and student responses. This validation data is collected by distributing a questionnaire in the form of a google form filled in via an online link with a Likert scale. The test method used is the pretest-posttest learning outcomes test in the form of an objective test or multiple choice with the instrument questions as follows;

Table 2. Pretest-Posttest Question Instruments

No	Indicator	No Question	Number of Questions
1	Definition of Zakat, Infaq and Sadaqah	1	1
2	Proof of Zakat, Infaq and Sadaqah	2,3	2
3	Obligatory terms of Zakat, Infaq and Sadaqah	4	1
4	Pillars of Zakat, Infaq and Sadaqah	5,6	2
5	Legal terms of Zakat, Infaq and Sadaqah	7	1
6	Functions of Zakat, Infaq and Sadaqah	8	1

7	Recommended and prohibited offerings	9	1
8	Wisdom issued Zakat, Infaq and Sadaqah	10	1
	Total		10

According to Ponza, this objective or multiple choice test is used to test the effectiveness of student learning outcomes (Ponza et al., 2018). The learning outcomes test was carried out twice before and after the product development trials. This test helps determine the effect on students' motivation and learning achievement. The instrument used is the pretest-posttest questions using the Google form. Pretest-posttest results data were analyzed using the KKM theme "Zakat, Infaq and Sadaqah," namely 75.

Data analysis techniques from the results of student responses using percentages:

Table 3. Percentage of Student Response Results

Percentage	Criteria
87%- 100%	Very good
73%- 86%	Good
60%- 72%	Pretty good
>60%	Not good

C. Finding and Discussion

1. Finding

Identification Stage (Analysis)

The problem identification stage is needed, to get an overview of the learning media developed in two stages, namely needs analysis and development goals; and analysis of learning curriculum.

Analysis of Needs and Development Goals

Previous research from several articles in scientific journals is used as a basis for development and an overview of the development to be carried out. Based on Asmuni's research on learning problems, explaining the teacher's problems include: Students are less focused on learning, so they do not understand what has been explained by the teacher; there are still students who are not fluent in reading and writing (Calistung), and limited facilities and infrastructure, like in focus, even if there is one, it is (Asmuni, 2020).

From the several problems and needs analysis that has been carried out, the purpose of developing this media is to become a reference for teachers to be able to use exciting learning media in the form of using Canva application-based media as learning media while increasing the attractiveness of students and eliminating boredom in learning Education Islamic religion so that the motivation and learning outcomes of students increase (Putra, 2019).

Based on the analysis of Islamic religious education learning, it is known that the content of the material in the Basic Competency of Islamic religious education lessons students must understand and practice, not just cognitive knowledge. Current learning requires students to learn and practice, and monotonous learning methods lower students' learning interests. The effect is that students cannot understand the teacher's material, and the knowledge obtained comes out. After coming home from school, they immediately change clothes and play with friends, so there is no time to repeat the lessons learned from school (Putra & Syafrudin, 2020). Therefore the teacher must be able to provide a realistic explanation of the subject matter of learning by using various methods and learning media. This Canva-based learning media helps convey the material quickly. Through visualization media which is complete with multimedia objects in it and packaged with the Canva application using the learning.id account.

Stage Design (Design)

The material selection is carried out; the material used in this study is Zakat, Infaq, and Sadaqah material for class VI. Next, the preparation of lesson plans was carried out; the learning model used the Canva application, then the design of learning media identities was carried out, and selecting appropriate animated videos via YouTube and compiling questions to evaluate learning outcomes via Google form.

Tahap Development

At this stage, learning media development for Islamic religious education, SD Class VI "Zakat, Infaq, and Sadaqah," is carried out. Learning media are presented so that students and teachers can easily use learning media made using the Canva application.

The Canva application can be used via an Android smartphone/mobile or laptop. An Islamic religious education teacher at Perembang Gala 10 Elementary School uses a laptop to make media and utilizes the learning.id account provided by the Ministry of Education and Culture. The reason is using a studio.id account, all features are active, free specifically for the world of education, can collaborate with students, and are safer in use. The following are the steps for using the Canva application using a laptop: First, open Chroom, then type Canva; in the search field, 'Sign Up,' select register with email, then create a Canva account with learning.id account; Second, create a design through Canva For Education. After creating an account on Canva, teachers develop media. The PAI BP SD SD 10 Perembang Gala teacher includes an animated video from YouTube about Zakat, Infaq, and Sadaqah, namely using the films Syamil and Dodo in the template, which will be presented to students.

At the end of the teacher's presentation template, the teacher includes a learning evaluation link for the theme "Zakat, Infaq, and Sadaqah" through the Google form application. Third, save the development results designed from Canva by clicking the down arrow in the upper right corner, automatically saving in the gallery or file. Learning media that have been developed are then validated by media experts or IT experts, namely Mrs. Sunarsih and S.Kom. The results of the media expert validation test on Canva application-based media development follow.

Table 5. Media Expert Validation Results

Aspect	Indicator	Item No	Average Percentage	Criteria
Audios	The sound presented is clear and appropriate	1	80 %	Valid
Visual	Display compatibility with the background	2	75 %	Valid
	Interesting color combination	3		
	The suitability of the image settings with the material discussed	4		
	Easy to understand illustrations	5		
Quality	Good Video Quality	6	80 %	Valid
Contents	suitability of the material	7	80%	Valid
	Average		78,75%	Valid

Based on the results of the average percentage of validation in table 5 as a whole shows the criteria of "Valid" with an average of 78.75%.

Implementation Stage

At this stage, trials of learning media results were carried out, which had been validated by the validator. The trial of the learning media was carried out on ten students of Elementary School 10 Perembang Gala, as many as ten students, by conducting learning with Canva-based learning media. The teacher copies the link from the Canva media, which an IT expert or media expert has validated, then the link is sent to the class WhatsApp. Teachers use WA because it is more effective, simple, and easy to reach many people, from children to the elderly. According to Hadi, learning using WhatsApp media is very simple and easy to do for users, namely students (Hadi, 2021).

Tahap Evaluation

After the researcher delivered Canva-based learning media and finished the pretest-posttest, students were asked to fill out a student response questionnaire to the learning media. The results of the student response questionnaire to Canva-based PAI-BP learning media follow.**Tabel**

Table 6. Student Response Questionnaire Results

Aspect	Indicator	No. Item	Average Percentage	Criteria
Material	Language and material intent	1	87,5%	Very good
Communication	Display and text	2	86,36%	Good
Software	Media fascination	3	90,91%	Very good
	User Ease	4	79,59%	Good
Visual	Animations and videos	5 and 6	87,5%	Very good
Average			86.37%	Good

Based on the results of the average student response in table 6, it shows 86.37%, so the learning media is obtained in the "Good" category. This proves that the PAI-BP learning media based on the Canva application is suitable for learning. This means that the design of the learning media is

liked by students, both in terms of the completeness of the content and appearance, so it can be used in schools where trials are held (Rahmatullah et al., 2020).

The Effectiveness of Canva Application-Based PAI-BP Media Products

Student learning outcomes were carried out to determine the effectiveness of PAI-BP learning media based on the Canva application. If student learning outcomes have increased, then the PAI-BP learning media based on the Canva application is likely adequate. To find out the effectiveness of this media, the teacher conducts a pretest first before the teacher sends a link to the PAI-BP learning media based on the Canva application to share in the class' WA group. Then, the teacher gives a post-test at the end of the lesson. The learning outcomes of the pretest-post-test trials can be seen in table 7:

Table 7. Pretest-Posttest Trial Results

No	Name	Value		Description
		Pretet	Posttet	
1	Hasyim	75	85	Increased, exceeded
2	Hafsah	55	85	Increased, exceeded
3	Waldi	75	85	Increased, exceeded
4	Fadil	85	95	Increased, exceeded
5	Firman	53	65	Growing, not finished
6	Fuadi	75	83	Increased, exceeded
7	Gloria	85	100	Increased, exceeded
8	Gandi	45	85	Increased, exceeded
9	Harry	75	95	Increased, exceeded
10	Kundori	63	70	Improved, not finished

The learning outcomes of the pretest questions are in table 7; out of 10 students, only two still need to complete them. The KKM for the theme "Zakat, Infaq and Sadaqah" is 75. At the same time, the posttest results showed that 2 out of 10 students, or 13.6% of students, have not completed it, but 100% of the posttest results show an increase. This shows that the development of Canva media in PAI-BP learning with the theme "Zakat, Infaq, and Sadaqah" is effective and can increase student motivation and achievement, especially at SD10 Perembang Gala.

This research is almost similar to the research conducted by Hapsari and Zulherman in that Canva-based media can increase students' motivation and learning achievement by using the N-Gain value obtained an average increase in learning outcomes of 0.56% which is included in the "Medium" category. So, the Canva application can increase students' motivation and learning achievement (Hapsari & Zulherman, 2021). Other research also shows that media users in learning can improve student learning outcomes or achieve the desired goals (Ananda, 2017). This aligns with Rahmatullah's opinion that the media to be used is the most crucial part of the learning design process. This media effectively conveys messages from teachers to students (Rahmatullah et al., 2020). Oktiani's opinion suggests that motivation encourages students to be able to carry out a behavior, including learning. Students are motivated to obtain good learning outcomes if they have strong motives, so motivation is vital in making students obtain good learning outcomes. For learning motivation to grow in students, one of them is needed, namely in the management of learning in the classroom and the use of learning media (Oktiani, 2017).

The study results revealed that using Canva application-based learning media is essential in supporting the implementation of the learning process. In addition, the trial results also stated that the media developed was very suitable for use in the learning process. Measures of eligibility and effectiveness are seen from the questionnaire to increase the motivation and learning outcomes of students.

This research has limitations during the trial process because it is carried out through Whatsapp Class, so the material delivered conventionally and the learning media used could be more optimal. In addition, there were still two students whose learning media could not be opened on their cell phones, so they had to borrow someone else's cell phone.

E. Conclusion

The needs analysis results in PAI-BP learning at Perembang Gala 10 Elementary School became the basis and reference for developing learning media using applications. After the media is designed and developed, IT experts further validate it. The material expert validation results, with an

average of 78.75, indicate valid criteria. Furthermore, the media was responded to by 10 SD 10 Perembang Gala students, with an average student response result showing 85.36%, with the "Good" category. This is evidenced by the learning outcomes on the pretest-posttest questions; 2 out of 10 students still need to complete them, but 100% of the post-test results show an increase. Therefore, the media development based on the Canva application can increase enthusiasm and motivation to learn so that student learning outcomes increase from the results of this study. Suggestions that can be given are that in learning Islamic religious education, teachers should look for innovative solutions in delivering learning material so that students can follow well and reduce student saturation in learning.

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