# THE EFFECTIVENESS OF USING THE CANVA APPLICATION AS A LEARNING MEDIA ON THE LEARNING MOTIVATION OF ISLAMIC EDUCATION STUDENTS AT RAHMAT ISLAMIYAH SMP SCHOOL MEDAN

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*Abstract:* The aim of this research is to determine the effectiveness of using the Canva application as a learning medium on students' learning motivation at Rahmat Islamiyah Middle School in Medan. This research uses quantitative methods, with an experimental type with a One-Shot Case Study model. This research used a sample of all class VII, totaling 175 people. The results of this research show that using the Canva application as a learning medium is quite effective in student learning motivation. This can be seen from the increase in student learning motivation before and after using the Canva application as a learning medium.

*Keywords:* Canva Application, Learning Media, Motivation, Islamic Education.

## Introduction

Technological advances, especially in the era of industrial revolution 4.0, have influenced various aspects, especially in the world of education. The implementation of education is required to utilize information and communication technology, as a means to expedite the process of learning activities. Advances in information technology have changed the implementation of education, including the way educators used to teach, which previously used conventional media, has begun to be abandoned and shifted to interactive and collaborative media (Fahyuni et al., 2020).

The use and utilization of technology in the world of education, of course, requires skills. This means that no matter how sophisticated the technology is, it cannot be utilized in the world of education, if it is not supported by expertise in its use (Muhammad Luqman Hakim, Akhyar, 2017). Therefore, according to government regulations and laws, educators or education managers must have competence in providing education. Especially competence in utilizing technology in learning activities.

Currently, there are many applications, both online and offline, that can be used and utilized to create learning media. However, many educators have not been able to utilize it properly, so the media used is very monotonous in learning activities. There are even teachers who do not use learning media at all in their learning activities. Initial observation results show that the learning media commonly used in the learning process are Powerpoint-based

media and conventional media in the form of whiteboards, Student Worksheets (LKS) and textbooks. This causes students to become bored while learning.

Many problems occur in the implementation of education, including not only low student learning outcomes, but sometimes the lack of interest and motivation of students to learn (Limbong & Setiawan, 2022). Of course, these problems are common and often occur anywhere. However, this problem must be immediately addressed by education managers and teachers. If we look at the results of initial observations at SMP Rahmat Islamiyah Medan, it can be seen that students have low motivation in participating in learning. This can be seen from the low level of student activity and participation in learning, there are even students who, when the teacher explains the learning material, scribble on the paper. This is an indication of low student motivation to learn (Setiawan, 2021). With the various problems that have been explained previously, special treatment is needed to increase better learning motivation. Efforts that need to be made to increase student learning motivation are to create a safe and enjoyable learning atmosphere, by using learning media.

Learning media is a component of the teaching delivery system that can be used to support the learning process. Meanwhile, according to Harfiani & Setiawan, (2019), learning media is defined as a tool that functions and can be used to convey learning messages. Media development is based on the perception that learning will be good, effective and enjoyable if it is supported by learning media that can attract students' interest and attention.

The use of learning-oriented learning media will greatly increase activity in the learning process, and at the same time transfer information and learning content. Apart from inspiring student motivation and interest, learning media can also help students improve their understanding, displaying data in an interesting way (Fuady, 2016).

A learning media is said to be effective if the media not only can help convey learning messages, but the media can create an interesting and enjoyable learning atmosphere for students. Canva is one of the many applications that educators can use to design learning media. There are various features available that can be utilized in designing more innovative learning media.

Canva learning media is a learning media that can help teachers be creative and make it easier to convey learning material. Canva media can be designed by teachers themselves or carried out by editing experts or editors. The Canva application has more interesting editing features to create interesting learning media in the form of images, PowerPoint, video or text (Castro Benavides et al., 2020).

According to (Agasta et al., 2020) Canva is an application that can be used to design learning media, it has many advantages including: Canva can create various types of designs which are equipped with various animation features, Powerpoint templates which can encourage creativity and time efficiency for both teachers and teachers. Students also participate in designing interesting media that can be used as presentation material, in the form of slides, mind maps and posters. This is because there are many features that are available, such as drag and drop loading which makes it easier for users to apply it, students can even collaborate in the design process so that students can work in groups. Apart from

Canva having many advantages, it cannot be denied that Canva also has weaknesses, including that the Canva application requires a sufficient and stable internet network to use (Hasrian Rudi Setiawan, 2018). Apart from that, the Canva application has several paid templates, stickers, illustrations, fonts, and so on. So, some are paid, some are not.

Several studies state that using the Canva application can improve learning outcomes and encourage teacher creativity in teaching. This is the result of research Salieva, (2020), which states that the use of the Canva application learning media is effective in increasing student interest and learning outcomes. Likewise, research conducted by (Darwis et al., 2024), shows that the learning outcomes of MA Ibitidaussalam students have increased after using learning media based on the Canva application.

Based on this background, the objectives of this research are to determine: 1) students' learning motivation before using the Canva application-based learning media; 2) student learning motivation after using learning media based on the Canva application; 3) how effective is the use of learning media based on the Canva application on student learning motivation in Islamic religious education subjects at Rahmat Islamiyah Middle School in Medan.

**Method**

This research uses quantitative methods, with an experimental type. Experimental quantitative research is research carried out with a scientific approach using two sets of variables, the first set acts as a constant or control set and the other is used as a measure of the difference between the two sets (Sugiyono, 2008). Thus, the experimental quantitative research method is a research method used to find the effect of certain treatments on others under controlled conditions (Sujarweni, 2022). This research was conducted at Rahmat Islamiyah Middle School on the subject of Islamic religious education. The population in this study was all students at SMP Rahmat Islamiah Medan, totaling 320 people. Meanwhile, to determine the sample, researchers used non-probability sampling techniques, with a type of purposive sampling. Purposive sampling is a sample taken according to certain considerations. Meanwhile, to determine how many samples to use in this research, the researchers used the Krejcie and Morgan formula, where if the population is 320 people, the sample is 175 people.

Data collection techniques in this research used tests, observation and documentation. The test was used to determine students' learning motivation before and after using the Canva application as a learning medium in Islamic religious education subjects at Rahmat Islamiyah Middle School in Medan. Apart from that, to find out how effective the use of the Canva application as a learning medium is on students' learning motivation in Islamic religious education subjects at SMP Rahmat Islamiyah Medan. The hypothesis test used is the independent sample t test. The independent sample t test is used to determine whether there is a difference in the average of two unpaired samples. By knowing the average difference between two unpaired samples, it can be seen the effectiveness of using the Canva application

as a learning medium on student learning motivation in Islamic religious education subjects at SMP Rahmat Islamiyah Medan.

**Result and Discussion**

1.    Students' learning motivation before using the Canva application.

        Student motivation

        In this study there were 175 students who were the research samples. Initially the teacher taught without using any learning media, then observations were made regarding student learning motivation when the teacher did not use any learning media. In this activity, learning is only carried out using lecture and question and answer methods. The students' motivation before using the Canva application can be seen in the table below.

**Frequency Distribution Table: Student Learning Motivation Before Using the Canva Application**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | 60 | 24 | 13.7 | 13.7 | 13.7 |
|  | 65 | 63 | 36.0 | 36.0 | 49.7 |
| Valid | 70 | 49 | 28.0 | 28.0 | 77.7 |
|  | 75 | 39 | 22.3 | 22.3 | 100.0 |
|  | Total | 175 | 100.0 | 100.0 |  |

In the frequency distribution table above, it can be seen that of the 175 students in the sample, students' learning motivation before using the Canva application is known: There are 13.7% of students who have a learning motivation level of 60, there are 36% of students who have a learning motivation level of 65, there are 28 % of students have a learning motivation level of 70 and; 39% of students have a learning motivation level of 75. Thus, the average student learning motivation before using the Canva application as a learning medium in Islamic religious education subjects can be seen in the table below:

**Statistics**
Before Using the Canva Application

| N | Valid | 175 |
|---|---|---|
|  | Missing | 0 |
| Mean |  | 67.94 |
| Median |  | 70.00 |
| Mode |  | 65 |
| Std. Deviation |  | 4.919 |
| Variance |  | 24.192 |
| Range |  | 15 |
| Minimum |  | 60 |
| Maximum |  | 75 |
| Sum |  | 11890 |

Based on the results of data processing, it is clear that students' learning motivation before using the Canva application shows an average (Mean): 67.94 out of 175 students. This shows that students' learning motivation before using the Canva application as a learning medium shows low motivation.

2.    Student Learning Motivation After Using the Canva Application.

Students' learning motivation after using the Canva application as a learning medium in Islamic religious education subjects is carried out first when the teacher's learning process uses the Canva application. Teachers use the Canva application in a variety of ways, which are adapted to the learning material and topics presented. Teachers sometimes use Canva to create visual learning media, sometimes teachers use the Canva application to create audio-visual learning media. After the teacher uses the Canva application, the students' learning motivation is observed during the learning activities. The students' motivation after using the Canva application can be seen in the table below.

Frequency Distribution Table:
Student Learning Motivation After Using the Canva Application

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 75 | 23 | 13.1 | 13.1 | 13.1 |
|  | 80 | 24 | 13.7 | 13.7 | 26.9 |
|  | 85 | 81 | 46.3 | 46.3 | 73.1 |
|  | 90 | 47 | 26.9 | 26.9 | 100.0 |
|  | Total | 175 | 100.0 | 100.0 |  |

**Statistics**
Sesudah

| N | Valid | 175 |
|---|---|---|
|  | Missing | 0 |
| Mean |  | 84.34 |
| Median |  | 85.00 |
| Mode |  | 85 |
| Std. Deviation |  | 4.794 |
| Variance |  | 22.985 |
| Range |  | 15 |
| Minimum |  | 75 |
| Maximum |  | 90 |
| Sum |  | 14760 |

Based on the results of data processing, it is clear that students' learning motivation after using the Canva application shows an average (Mean): 84.34 out of 175 students. This shows that students' learning motivation after using the Canva application as a learning medium shows very good motivation. There has even been an increase before using the Canva application as a learning medium.

3.   How effective is the Canva application as a learning medium for student learning motivation.

Students' learning motivation before and after using the Canva application can be clearly seen, that there is an increase in students' learning motivation after the teacher uses the Canva application as a learning medium in Islamic religious education subjects. It can be seen that the average (mean) student learning motivation before using the Canva application is only 67.94, compared to the average student learning motivation after using the Canva application, namely 84.34. This can be seen from the table below.

**Group Statistics**

|  | Medium | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Value | Before Using the Canva Application | 175 | 67.94 | 4.919 | .372 |
|  | After Using the Canva Application | 175 | 84.34 | 4.794 | .362 |

Based on the table above, it can be seen that there is a difference between students' learning motivation before and after using the Canva application as a learning medium. This difference can be seen from the average (mean) student learning motivation in the table above. Thus, to see how effective the use of the Canva application as a learning medium is on student learning motivation in Islamic religious education subjects, it can be seen in the table below.

**Independent Samples Test**

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|  |  |  |  |  |  |  |  |  | Lower | Upper |
| Nilai | Equal variances assumed | 4.863 | .028 | -31.586 | 348 | .000 | -16.400 | .519 | -17.421 | -15.379 |
|  | Equal variances not assumed |  |  | -31.586 | 347.772 | .000 | -16.400 | .519 | -17.421 | -15.379 |

Based on the table above, it is clear that the output shows that Sig (2-tailed) = 0.000 < 0.05, so Ho is rejected, meaning that the two groups do not have the same average learning motivation. This means that using the Canva application as a learning medium is very effective in student learning motivation in Islamic religious education subjects.

The Canva application as a learning media based on observations is very effective in motivating students to learn, because the Canva application has many features that can be easily used by teachers in designing learning media, be it visual, audio or audio-visual. Then in the Canva application there are various types of templates available that can be used to design the desired learning media, so that teachers can easily use them. Apart from that, the appearance of the learning media results produced from the Canva application is very interesting, especially if the teacher has expertise in using the Canva application.


**Conclusion**

Students' learning motivation in Islamic religious education subjects before using the Canva application as a learning medium at Rahmat Islamiyah Middle School in Medan was relatively low, as seen from the average (mean) student learning motivation of 67.94.

Students' learning motivation in Islamic religious education subjects after using the Canva application as a learning medium experienced an increase, namely the average (mean) student learning motivation was 84.34.

Using the Canva application as a learning medium is very effective in increasing student motivation. This is because the Canva application has many features that make it easier to design interesting learning media, so that it can motivate students to learn.

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