

THE EFFECT OF USING CANVA MEDIA ON THE CREATIVITY AND MOTIVATION OF STUDENTS OF THE ELEMENTARY MADRASAH TEACHER EDUCATION STUDY PROGRAM (PGMI) IN THE SCIENCE AND RELIGION LEARNING COURSE

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Abstract: This study aims to analyze the effect of using Canva media on the creativity and motivation of students of the Elementary Madrasah Teacher Education Study Program (PGMI) in the Science and Religion Learning course. Canva media was chosen because of its ability to provide interactive and attractive visual design features, thus supporting an innovative learning process. This study uses a quantitative approach with a data analysis techniques using regresi statistical and pie charts. . The research population is the same of sample consisted of 47 PGMI IAIN Bone the fifth semester students. Data were collected through previously validated creativity and learning motivation questionnaires, as well as observations of learning activities. The results showed that the use of Canva media significantly increased students' creativity in completing project-based assignments. In addition, students' learning motivation also increased, marked by increased enthusiasm, accessed from various devices, both web and mobile (95,7%), ability develop idea (93,6%), and adapt (95,7%). This study concludes that Canva media has a positive influence on students' creativity and motivation in Science and Religion learning lectures. The implication of this study is the importance of integrating technology-based media in learning to create an interactive, creative, and enjoyable learning atmosphere. The R-squared data of the model is 0.9686 or 96,86%. That mean the effect of creativity and motivation on the Canva media Learning is 96,86%. Recommendations are given to lecturers to utilize Canva as an innovative learning media to support successful learning in the digital era.

Keywords: Canva media, creativity, motivation, science learning, religious learning

Introduction

In the era of rapid technological advancements, the integration of digital tools into education has become a necessity to foster innovative and effective learning environments. Among the various tools available, Canva, a graphic design platform, has emerged as a powerful medium for creating visually appealing and interactive educational content. This platform provides diverse templates and features that allow users to design presentations, posters, infographics, and other materials, making it a valuable resource for educators and students alike.

In the context of teacher education, particularly in the Elementary Madrasah Teacher Education Study Program (PGMI), the ability to utilize creative teaching media is essential. Future educators must be equipped with the skills to present complex concepts in an

engaging and accessible manner, particularly in interdisciplinary courses such as Science and Religion. These courses demand a balance between scientific principles and religious values, requiring students to think critically and creatively while maintaining their motivation to learn.

This article examines the effect of using Canva as a learning medium on the creativity and motivation of PGMI students in the Science and Religion Learning course. Creativity, in this context, refers to the students' ability to generate innovative ideas and express them effectively through visual media. Motivation, on the other hand, encompasses the drive and enthusiasm students exhibit when engaging with the course material. By integrating Canva into the learning process, it is hypothesized that students will not only enhance their creative thinking skills but also maintain a higher level of motivation due to the interactive and visually stimulating nature of the platform.

The study aims to provide insights into the potential of Canva as a pedagogical tool in higher education, particularly in teacher training programs. It seeks to answer key questions: How does Canva influence students' creative abilities? To what extent does it impact their motivation to learn? The findings are expected to contribute to the growing body of research on the use of digital media in education and offer practical recommendations for educators seeking to adopt innovative teaching strategies.

Literature Review

The transformation of education in the current digital era requires lecturers and students to use technology-based learning media. Media is a tool or means that is a source of learning needed in learning activities (Samsinar et al., 2019). One of the technology-based media used by lecturers and students in learning activities is Canva media. Canva media as an innovative learning media is very important to increase student creativity and motivation, especially in science and religion learning. Canva is a digital platform that is easy to use, practical and free. In the Canva application, students can also create visual media in the form of presentations, posters, infographics, bulletins, comics, and videos that are in accordance with the learning material being discussed. Canva can increase students' motivation and scientific literacy, and is a suitable supporting media in abstract science learning activities because it can provide visualizations that make it easier for students to learn (Citradevi, 2023).

Through Canva media, students can easily access various features such as graphic elements, design templates, and text editing tools. Various Canva features support the visualization process, information organization, and can increase student motivation and involvement in the learning process, both science and religion learning. A study showed that the use of Canva for students was able to optimize the use of Canva features to create designs that were in accordance with their needs, visually appealing and superior in ease of use and variety of design features, and enriched the learning experience in the digital era (Lase et al., 2024). In addition, other studies have shown that if Canva is used adequately, it can increase students' learning motivation. Conversely, low learning motivation can be influenced by the inadequate quality of Canva learning media in the learning process (Saputri et al., 2023).

Furthermore, Canva allows students to develop their presentation skills. When lecturers give assignments both individually and in groups, they are encouraged to create creative

infographics, scientific posters, and visual reports using Canva. With this media, it will help students convey complex ideas in a more visual, interesting and easy-to-understand way. The use of Canva also increases collaboration between students and lecturers. Through real-time sharing and collaboration features, it can provide direct feedback on student projects, encouraging literacy and continuous improvement. This process creates a dynamic and interactive learning environment, where students feel more involved and motivated. The use of Canva, successfully integrating technology into the learning process, creates a richer and more relevant educational experience to face future challenges (Herwinsyah, et.al, 2024).

One of the advantages of the Canva application is that it has various good and attractive designs, so that it can develop the creativity of educators & students in designing/designing learning media with various features that have been provided, learning is more time-saving and practical and can be done via cellphone. In addition, the advantage of Canva is that it is able to create various types of designs that are equipped with various animation features, templates and page numbering that can stimulate creativity and inspire lecturers and students in the activity of designing interesting media that can be used as learning materials, in the form of slides, mind mapping, posters and others. This is because there are various characters that are already available, for example creating drag & drop which makes it easier for users to apply it. Another advantage is the availability of attractive designs that are diverse and can increase creativity (Linda & Syafriansyah, 2023). Research shows that Canva media can create interesting, professional learning media and can increase student involvement and understanding and open students' insights into the potential for creativity and innovation in learning (Arianto, 2023).

In addition to increasing creativity, through the use of Canva media, it can increase students' learning motivation (Zikriana et al., 2023), (Astuti et al., 2023). Through Canva media, it will be an introduction to students' curiosity about learning materials, and create interesting learning materials because they contain images or visuals that are equipped with audio so that they seem alive and store learning messages and students will be more involved in the learning process.

Method

This research was using a descriptive statistical method through a quantitative approach. This method was controlled the conditions and defined as a research method used to know the effect of one treatment on another treatment. Descriptive statistical method with data analysis techniques using regresi statistical and pie charts. Pie chart analysis is a statistical technique that tests the correlation of independent variables (X_1) and one dependent variable (Y_1) through the distribution of questionnaires and divides the data into relative parts. This research was conducted in Science Learning and Islamic Religion courses of PGMI Study Program, Faculty of Tarbiyah, IAIN Bone. The population value in this research was 47 students in the fifth semester and the sample was same of population. The variables of this study consist of (a) Canva media (X_1) and (b). Creativity And Motivation Of Students (Y_1). The instrument used a questionnaire to know the effect canva media on the creativity and motivation of PGMI students. The data collection using a questionnaire on science and religion learning with a choice of users and a score weight consisting of Strongly: (1) Strongly Disagree: (2) Disagree (3), Undecided (4) Agree (5) Strongly Agree.

The effect of independent variable on the dependent variabel that can be know in R squared (R^2) measures statistic, R^2 can be calculated manually or use the SPSS program.

$$R^2 = \frac{n \sum xy - (\sum x) \times (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

x = Independent variable (Canva media)

y = dependent variable (Creativity and motivation of students)

Results and Discussion

This research was conducted in two classes. After the research was conducted, the results of the study were obtained the learning outcomes of students in the cognitive domain. Learning outcomes were obtained after the learning process using learning media based on the Canva application (presentation and animation) in the class. The population in this study were 47 students of PGMI 1 and PGMI 2 classes in the fifth semester 2022/2023, including the following as:

Table 1: Research Population Matrix

No	Class	Gender		Number of students
		Male	Female	
1	PGMI 1	3	20	23
2	PGMI 2	3	21	24
Total				47

Source: PGMI IAIN Bone Data 2024

The sample and population is the same totally of students. Data collection was carried out using an instrument in the form of a questionnaire distributed to students at the end of the lecture. Primary data sources were collected by the researcher directly from the first source or the place where the research object was carried out.

a. Descriptive Percentage of Research Variables

The results of filling out the questionnaire regarding Canva learning media are represented through the percentage of the total score of the responses received from the sixth Canva learning media indicators, as seen in the following table:

Table 2: Canva Media in Science And Religion Learning

No.	Indicator	Actual scorr (%)	Annotation
1	Design quality	99,3	Very good
2	Ease of use	98,6	Very good
3	Interactivity	100	Very good
4	Collaboration	98,6	Very good

5	Learning effectiveness	100	Very good
6	Accessibility	97,13	Very good

Descriptive results on the Canva learning media variable for science and Islamic religious learning collected from the results of a questionnaire on 47 students, with 6 indicators of Canva learning media, namely: 1), design quality 2), Ease of use 3) Interactivity 4) Collaboration 5) Learning effectiveness and 6) Accessibility, that can be seen in table 2 that the percentage results on the use of Canva learning media obtained an average actual score of 98,9% which is classified as very good, which means that PGMI IAIN Bone students class of 2022/2023, consider Canva media to be very good for use in learning.

The results of the questionnaire regarding canva media in learning both are represented through the percentage of the total score from the responses received from several indicators of learning creativity and motivation, as seen in the following table.

Table 3. Canva Media of Science and Religion Learning

No.	Assessment Aspects	Percentage (%)				
		SD	D	U	A	SA
a. Design quality						
1.	Canva media has a variety of tempest	2,1	-	-	36,2	61,7
2.	Canva media makes it easy to adjust the design of assignments in science and religion learning	-	-	-	31,9	68,1
3.	Canva media has visual quality from the material produced	-	-	-	66,0	31,9
b. Ease of use						
4	easily access Canva features without requiring in-depth design skills	-	-	-	66,0	31,9
5	Canva media has tutorial availability	-	-	2,1	36,2	61,7
6	Canva media has technical support	-	-	-	74,5	25,5
c. Interactivity						
7	Canva media has interactive features such as hyperlinks, animations, and multimedia elements	-	-	-	42,6	57,4
8	Easy to add interactive elements for presentations or assignments	-	-	-	44,7	55,3
9	Canva media can increase audience engagement	-	-	-	63,8	36,2

d. Collaboration						
10	Canva media has the ability to work simultaneously on design projects and share feedback	-	-	2,1	51,1	46,8
11	Canva media has a real-time collaboration feature that allows me to work together in creating science and religion learning assignments	-	-	-	63,8	34,0
12	3. Canva media can improve my understanding and creativity in science and religion learning	-	-	2,1	66,0	31,9
e. Learning effectiveness						
13	Canva media helps and increase the interesting and motivation to learn	-	-	-	63,8	36,2
14	Canva media helps to understand complex science and religion concepts better	-	-	-	74,5	25,5
15	Canva media can improve learning outcomes in science and religion learning	-	-	-	72,3	27,7
f. Accessibility						
16	Canva media can be accessed from various devices, both web and mobile	-	-	4,3	61,7	34,0
17	Canva media allows to study and do science and religion learning assignments anytime and anywhere	-	-	4,3	46,8	48,9
18	Canva media can save work results in a format suitable for offline or online presentations	-	-	-	48,9	51,1

(PGMI Students Class of 2022/2023)



Figure 1. Open to new experiences

Figure 2. produce quality and effective ideas, products, or works

b. Descriptive Percentage of Creativity on the Canva Media Learning

Table 4: Canva Media on the Creativity in Science And Religion Learning

No.	Indicator	Actual scorr (%)	Annotation
1	Person	97,5	Very good
2	Process	92,9	Very good
3	Product	96,5	Very good
4	Support (Enviroment)	97,9	Very good
5	Elaboration	87,2	Very good

Another variables this research was creativity by using Canva media for science and Islamic religious learning collected from the results of a questionnaire on 47 students, with 5 indicators of Canva learning media. That can be seen in table 4 that the percentage results on the use of Canva learning media obtained an average actual score of 94,4% which is classified as very good, which means that PGMI IAIN Bone students class of 2022/2023, consider Canva media to be very good for use in creativity learning.

The questionnaire regarding learning creativity are represented through the percentage of the total score from the responses received from indicators below as seen in the following table

Table 5. Canva Media Parameter on the Creativity in Science and Religion Learning

No.	Assessment Aspects	Percentage (%)				
a. Persons (individual)						
		VNG	IG	PG	;	VG
1.	Have curiosity about something learned	-	-	-	57,4	42,6
2.	Open to new experiences	-	2,1	2,1	63,8	31,9
3.	Have the ability to adapt, critical and analytical thinking skills	-	-	4,3	72,3	23,4
b. Process						
4	Use the brainstorming process (collecting ideas or ideas to find a joint solution to a problem faced)	-	-	12,7	66,0	21,3
5	Use problem-solving techniques	-	-	2,1	36,2	61,7
6	Ability to develop ideas	-	-	6,4	68,1	25,5
c. Product						

7	Novelty in ideas, products and other works	-	-	2,1	68,1	29,8
8	Ideas or works produced have relevance to the context	-	-		74,5	25,5
9	Produce quality and effective ideas, products or works	-	-	8,5	61,7	29,8
d. Support (Environment)						
10	Supported by peers, parents, lecturers and other parties in increasing creativity	-	-		55,3	44,7
11	The campus, home and community environments provide resources and facilities that support creativity	-	-	4,3	68,1	27,7
12	The campus, home and community environments are conducive to thinking creative	-	-	2,1	63,8	34,0
e. Elaboration						
13	Convey ideas/opinions in detail	-	-	8,5	70,2	21,3
14	Have the ability to explain concepts clearly	-	-	12,8	59,6	27,7
15	Skilled at constructing logical arguments	-	-	17	57,4	25,5

(PGMI Students Class of 2022/2023)

The use of Canva media has a significant influence on increasing student creativity in various aspects, including individuals, processes, products, environmental support, and elaboration. The following is an explanation of this influence:

1. Individual

Canva provides an intuitive interface and easy-to-use features, allowing students of all levels of technical ability to express their creative ideas. This convenience encourages increased self-confidence and motivation in producing design work. Research by Leviasari (2021) shows that 81.4% of students' visual communication design creativity is influenced by the features of the Canva application.

2. Process

In the creative process, Canva offers a variety of customizable templates and design elements, facilitating the exploration of ideas and accelerated workflow. This allows students to focus more on concept development and experimentation with various visual styles without being hampered by technical limitations. A study by Zakaria and Kusmiati (2024) found that the use of templates and elements in Canva

for Education had a very strong relationship with increasing students' creativity in designing food product packaging labels (Abin, 2023)

3. Products

With the help of Canva, students can produce high-quality design products that meet professional standards. Features such as font choices, color palettes, and graphic elements help in creating aesthetic and communicative work. Hikmah (2024) shows that the application of Canva-based interactive media with infographic features increases students' creative thinking.



Figure 3: Have the ability to explain concepts clearly

Figure 4: Convey ideas/opinions in detail

4. Environmental Support (Support/Environment)

Canva as a cloud-based platform allows collaboration between students and with instructors in real-time. This feature supports immediate feedback and constructive discussions, creating a learning environment that supports the development of creativity. In addition, Canva's accessibility across various devices makes it easy for students to work anywhere and at any time, increasing flexibility in the learning process.

5. Elaboration

Canva allows students to develop and expand their ideas by providing tools for detailing and refining designs. Features such as layer settings, effects, and advanced editing tools enable in-depth elaboration of ideas, resulting in more complex and mature work. Research at the NTB Provincial Language Center (2024) states that Canva media is effective in increasing student creativity in the project-based learning process, although assistance is needed to maximize its potential.

Overall, Canva plays an important role in supporting and enhancing student creativity through the various features and conveniences it offers.

c. Descriptive Percentage of Motivation on the Canva Media Learning



Figure 5: motivated to learn using interactive media (canva)

Figure 6: Interested in learning activities

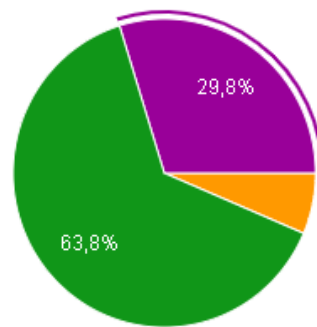


Figure 7: The class atmosphere is pleasant

Based on the diagram above of fifth semester PGMI students class, Tarbiyah Faculty of IAIN Bone, average 97,5% of the science and religion learning process using canva can be motivated, interested and feel pleasant in the class. According to Halik (2021), a modern campus is an integrated and web-based campus and users can interact online (electronically) without having to come to campus with more flexible times. Students can also complete and send assignments via e-mail and WhatsApp group. Such as most familiar WhatsApps is chatbot media or other applications can make it easier for someone to complete their work and this is an effective application for student learning outcomes in science and religious studies value P (66,67%) that quite effectiveness criteria so this shows that chatbot technology media is effective on student learning outcomes (Syamsidar, 2024). Canva media can be sent the link in whatsapp chatbot media. The student can be study anytime in handphone with opened the link that the lecturers had shared.

d. The effect of Creativity and Motivation on the Canva Media Learning

The effect of independent variable on the dependent variabel that can be know in R squared (R^2) measures statistic, the proportion of the variance of the response variable that can be explained by the predictor variables in a regression model. That R^2 can be calculated manually or use the SPSS program.

$$R^2 = \frac{n \sum xy - (\sum x) \times (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

Model Summary

Model	R	R Square	Adjusted R Square	Std.Error of the estimate
1	.980 ^a	.968	.929	1.937

a. Predictor : (Constant), Canva media

N in the formula represents the number of observations in the data set and turns out to be $n = 47$ observations in this example. Assuming x is the predictor variable and y is the response variable in this regression model, the R-squared of the model is 0.9686 or 96,86%. That mean the effect of creativity and motivation on the Canva media Learning is 96,86%

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of Canva media in science and religion learning has a positive effect on the creativity and motivation of students in the Elementary Madrasah Teacher Education Study Program (PGMI). Canva media has various design features that can encourage students to be more creative in presenting learning materials, either in the form of infographics, presentations, or other digital media. Canva media-based learning provides a more interesting and interactive experience than conventional methods. This increases students' interest or motivation to learn, makes them more active in the learning process, and encourages the spirit to explore the material independently. In the context of science learning, Canva helps students in compiling abstract concepts to be easier to understand through visualization. Meanwhile, in religious learning, the use of this media makes it easier to convey Islamic values creatively and interestingly, so that they are more easily accepted by students. Thus, Canva media can be an effective learning tool in increasing the creativity and motivation of PGMI students.

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