

Development of Canva-Based Interactive Media "Fakkah" (Infaq and Sadaqah) Related to Infaq and Sadaqah Materials in Grade 5 Elementary School Islamic Education Learning

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Abstract

This study aims to develop an interactive media titled "Fakkah" based on Canva in the context of learning Islamic Religious Education (PAI) for grade 5 elementary school students. This research uses the D&D method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). This development method aims to increase student involvement in Islamic learning, as well as facilitate a thorough understanding of the concepts of infaq and sadaqah. The data collection technique used a questionnaire. The product feasibility test was conducted on 17 grade 5 students in one of the elementary schools in Sumedang. The validation results from media experts show that this media is very feasible with a score of 93.3%, as well as the validation results of material experts and students show that this media is very feasible with a score of 97.5% and 96%. Thus, it can be concluded that the interactive media "Fakkah" is suitable for use in learning PAI at the elementary level.

Keywords : Infaq; Sadaqah; Interactive Media

Abstrak

Penelitian ini bertujuan untuk mengembangkan media interaktif berjudul "Fakkah" berbasis Canva dalam konteks pembelajaran Pendidikan Agama Islam (PAI) untuk siswa kelas 5 Sekolah Dasar (SD). Penelitian ini menggunakan metode D&D dengan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Metode pengembangan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran PAI, serta memfasilitasi pemahaman konsep infak dan sedekah secara menyeluruh. Teknik pengumpulan data menggunakan angket. Uji kelayakan produk dilakukan pada 17

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orang siswa kelas 5 di salah satu sekolah dasar di Sumedang. Hasil validasi dari ahli media menunjukkan bahwa media ini sangat layak dengan skor 93,3%, begitu pula dengan hasil validasi ahli materi dan peserta didik menunjukkan bahwa media ini sangat layak dengan skor 97,5% dan 96%. Dengan demikian, maka dapat disimpulkan bahwa media interaktif "Fakkah" layak digunakan dalam pembelajaran PAI di tingkat SD.

Kata Kunci : Infak; Sedekah; Media Interaktif.

A. Introduction

Infaq and sadaqah are two important concepts in Islam that play a major role in the religious practices of Muslims. Both concepts are part of worship and also have a social dimension that is very relevant in people's lives. The explanation of infaq and sadaqah is essential in learning Islamic Religious Education at the elementary school level, because it builds students' initial understanding of social values, concern for others, and responsibility in sharing sustenance. (Dzar Alghifari et al., 2023)

Infaq comes from the Arabic انفاق which means to spend or spend money. Infaq refers to the act of giving one's wealth to others without expecting anything in return. Infaq is often associated with the spending of wealth for the public good, such as the

construction of mosques, madrasas, helping the poor, and various other forms of social activities. (Ubabuddin & Nasikhah, 2021)

Sadaqah has a broader meaning than infaq. The word "sadaqah" comes from the Arabic word "shodaqoh", which means a sincere and voluntary gift given by a Muslim to another person without regard to time or money restrictions. (Latifah, 2021).

A person who loves to give sadaqah a person who is true to his faith. Charity includes any form of giving that one person does to another as a form of kindness without expecting anything in return or even without expecting anything at all. (Purwanti, 2020) Sadaqah can be in the form of wealth, but it can also be in the form of actions, kind words, or even prayers. The practice of charity also includes helping people in

need, providing for orphans, feeding the hungry, and more.

These two concepts, infaq and sadaqah, are integral to the lives of Muslims as they teach the values of generosity, social solidarity and a sense of responsibility towards others. In the context of education, learning about infaq and sadaqah not only helps students understand the teachings of Islam conceptually, but also teaches them moral values that are important in shaping a good personality.

Learning media is a tool used in the teaching and learning process to provide knowledge to students, so that students can understand learning materials and fulfill learning objectives. If learning media is used in conjunction with images, information can be conveyed concisely, concisely and clearly, learning outcomes can improve. (Aeni, Patmawati, et al., 2023)

In the era of rapid advances in information and communication technology, the use of interactive media in learning has become inevitable. This is no exception in the context of religious education, where the use of interactive

media can provide a more interesting and effective learning experience for students.

Infaq and sadaqah are important materials in the subject of Islamic Religious Education, which is an important aspect of Muslim religious practice. Therefore, the development of interactive media that facilitates understanding of infaq and sadaqah is a necessity in learning Islamic Religious Education, especially at the elementary school level.

Elementary school learners' concern for education and learning can be influenced by various factors, including education, environment, religion and culture. Learners in elementary school can be taught the value of alms and donations to people in need. They can also take part in charitable activities, such as raising money to support disadvantaged neighborhoods or individuals. In fact, many learners have difficulty understanding and applying the concepts of sadaqah and infaq. (Maula et al., 2023)

Making audio and visual media is one of the technologies that can be used in learning Islamic Religious Education. The use of audio-visual media, especially in learning Islamic Religious Education, can greatly assist teachers and students in achieving learning objectives. This is because the media has many advantages, such as attracting learners' attention using images and sounds, learning becomes more collaborative and not teacher-centered, thus accelerating the learning process. (Fitriani et al., 2023).

With these technological advances, teachers not only have to be professional, they also have to keep pace and utilize technological advances in the learning process. Teachers should be able to adapt their educational methods to suit the times. One way to do this is by using innovative technology-based learning media that makes learning more interesting and fun for learners. (Aeni, Marhamah, et al., 2023)

According to research conducted by Pina Herliana and Erwin Rahayu Saputra in 2022, Interactive Media Development as Indonesian Language

Learning Media in Elementary Schools Interactive PowerPoint media has an effectiveness rate of 95% and is feasible. This value shows how feasible the media is. In addition, the use of interactive PowerPoint media can make learning more interesting and participatory for students. (Herlina & Saputra, 2022)

The use of interactive media in learning has several advantages. First, the learning system becomes more innovative and interactive, allowing educators to continue to find creative ways of teaching. Secondly, this media allows the incorporation of various elements such as text, images, audio, music, animation, and video, so that learning objectives can be achieved better. Thirdly, interactive media can increase learners' motivation during the learning process, as it can display material that is difficult to explain with just words or traditional props. Finally, the use of interactive media also helps train learners to be more independent in seeking and understanding knowledge. (Cris Smaramanik Dwiqi et al., 2020)

Based on this urgency, learning Islamic Religious Education is essential

for elementary school students as a step towards building good character in accordance with the expected learning objectives. The way the material is delivered by the teacher needs to be updated in a creative, interesting and exciting way, so that students can understand the material better. (Aeni et al., 2022)

This article discusses the development of interactive media named "Fakkah" (Infaq and Sadaqah) based on Canva related to infaq and sadaqah material in 5th grade Islamic Religious Education learning. Through the Canva technology approach, it is hoped that this interactive media will be able to provide a more enjoyable and in-depth learning experience for students, as well as facilitate teachers in delivering material about infaq and sadaqah.

The importance of developing interactive media in learning Islamic Religious Education grade 5 elementary school lies not only in the aspect of being contemporary and interesting for students, but also in the potential to improve understanding of the religious concepts taught. Infaq and sadaqah are

not just subject matter, but also moral and spiritual values that must be instilled in students from an early age. Therefore, a creative and innovative approach in delivering this material is very important. (Pratiwi et al., 2022)

In the development process, this Canva-based "Fakkah" interactive media is designed in such a way as to suit the learning characteristics of 5th grade students. Through interactive features provided by Canva, such as animations, images, and interesting text, it is expected that students can be actively involved in the learning process. In addition, this media is also organized by paying attention to design principles that facilitate understanding of the material and navigation for users.

With this interactive media "Fakkah", it is expected that learning about infaq and sadaqah can be more memorable and meaningful for 5th grade students. In addition, the use of Canva technology as the basis for developing this interactive media also provides an opportunity for teachers to be more flexible in compiling and presenting

learning materials, according to the needs and characteristics of their class.

B. Research Methods

This research method uses the D&D (Design and Development) method. According to Richey and Klein (Francisca et al., 2022) suggests that the D&D research model can be defined as a type of systematic research on development design and evaluation. The goal is to establish an empirical developmental foundation for product manufacturing, as well as to provide instructional and non-instructional tools with new, updated models.

The development process uses the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) following the steps in accordance with the stages of the model, namely analysis, design, development, implementation, and evaluation. The research conducted was adjusted to each of these stages to ensure alignment between the ADDIE model and the research procedures used. (Audina et al., 2023)

The research subjects in the development of this learning media are fifth grade students of SDN Gununggadung, totaling 17 students. This research involved media experts and Islamic Religious Education teachers at SDN Gununggadung. This research was conducted to find out how students in grade 5 learn about infaq and sadaqah through fakkah interactive media.

This study uses a Likert scale which is commonly used to collect data. In this scale, statements or questions are accompanied by a series of answers indicated by signs of Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The provisions used in the study can be seen in table 1 below.

Table 1. Expert and Learner Assessment Table Based on Score

Score	Average Score	Categories
1	$\leq 20\%$	Not Feasible
2	21%-40%	Less Feasible
3	41%-60%	Feasible Enough
4	61%-80%	Feasible
5	81%-100%	Very Feasible

Sumber (Arikunto, 2019)

C. Results and Discussion

Analysis Phase

Teachers are required to provide interesting and creative teaching materials so as to increase student motivation and interest in learning. (Wahyuni et al., 2020) The learning process about infaq and sadaqah is often faced with the challenge of presenting material that is interesting and relevant to students, especially at the elementary school level. Students' lack of interest in conceptual and theoretical material is often an obstacle in the learning process.

Along with the development of information and communication technology, the use of interactive media in learning has become an attractive alternative to increase student engagement and clarify the concepts being taught. One of the popular tools used is Canva, a graphic design platform that allows easy and interactive creation of visual content. Therefore, it is necessary to develop innovative and effective interactive media in delivering infaq and sadaqah material to grade 5

students. The development of interactive media "Fakkah" based on Canva is an interesting alternative to answer these challenges, with the hope of increasing students' interest and understanding of the concepts of infaq and sadaqah in learning Islamic Religious Education.

Design Phase

Fakkah interactive media was designed using the Canva platform. However, before designing this media, we prepared teaching materials or materials related to Infaq and Sadaqah including definitions, dalil al-quran, important points, and examples of the application of infaq and sadaqah.

Furthermore, there are several steps that must be taken to create an interactive presentation of "Fakkah" through the Canva platform, including:

First, we searched for a presentation template. On the Canva platform, we chose the "Create design" option and selected the presentation format as the base of the design to be used. After that, we chose a template that suits the theme of this presentation. We chose a colorful template according to

the characteristics of elementary school students who do not like boring things.

Secondly, the researcher began to design the initial appearance of the "Fakkah" presentation where it contains information related to the title, we also included some animation elements to match the content, on this first page we also added an action button that can take users to the main slide.

Third, the researcher created the main slide that contains elements and action buttons that can take users to the desired slides such as motivational slides, apperceptions, learning outcomes and objectives, materials, ice breaking containing songs and games, quizzes, developer profiles, and references.

Fourth, we designed all the content slides for each subheading or topic on the first page. We varied each slide layout to maintain diversity and use clear and easy-to-read text. At this stage, we also add icons or images that match the content.

Fifth, researchers inserted multimedia such as audio and short videos that can make this media more interesting.

Sixth, we added interactive elements such as action buttons that could help users access the slide they wanted to go to. In addition, we inserted links on the games and quizzes slides that would take users to the wordwall platform.

Lastly, we review the entire presentation to ensure appropriateness and consistency between slides. We also reviewed spelling, layout, and design consistency to ensure the presentation looked professional and easy to understand.

Table 3. Interactive Media Display of Fakkah (Infaq and Sadaqah)



Media Design	
Design	Description
	Home Slide
	Main Slide



Image 1. Process of adding elements and multimedia



Image 2. Fakkah Sort in Word Wall



Image 3. Quiz on Word Wall

Development Phase

In the development process, researchers improve the learning media and ensure the correctness of the content or material with the help of experts. After the product manufacturing process was completed, researchers involved material experts and media experts in the validation process. The validation was carried out using a questionnaire to assess the advantages of the product related to the media and material or

content of the fakkah interactive presentation media.

The results of the material expert assessment on Fakkah Interactive Presentation Media covering usability aspects, display aspects, and language aspects get an average score of 93.3% and are included in the very feasible category. Even so, media experts provide some constructive input and suggestions to improve the quality of this media.

Table 2. Media Expert Assessment Results

Aspects	Score	Categories
Usability of Media	100%	Very Feasible
Media Display	100%	Very Feasible
Language	80%	Very Feasible
Average	93,3%	Very Feasible

Source: Primary Data

Furthermore, the results of the material expert assessment on Fakkah Interactive Media include aspects of material suitability, material truth, material presentation, and material clarity getting an average score of 97.5% and included in the category very feasible with little improvement.

Table 3. Material Expert Assessment**Results**

Aspects	Score	Categories
Suitability of material	100%	Very Feasible
Correctness of Material	93%	Very Feasible
Presentation of Material	97%	Very Feasible
Clarity of Material	100%	Very Feasible
Average	97,5%	Very Feasible

Source: Primary Data

On the whole, the assessment of media experts and material experts stated that this interactive presentation media for fakkah was very feasible. After the validation, the researchers made some improvements according to the input and constructive suggestions from the experts.

Implementation and Evaluation Phase

At SDN Gununggadung, Sumedang, researchers tested the product with fifth grade students during the implementation process. Testing the product to students in this class is very important to find out how effective the product is as a learning tool that can

increase students' desire to learn Islamic Religious Education. The results of the responses given by students to the learning media made by researchers are as follows.

Tabel. 4 Hasil Respon Peserta Didik

Aspects	Score	Categories
Usability of Media	98%	Very Feasible
Display	95%	Very Feasible
Language	95%	Very Feasible
Average	96%	Very Feasible

Source: Primary

Data Based on the average percentage results from the questionnaire sheet of fifth grade students of SDN Gununggadung, their responses to the Fakkah interactive media product designed were categorized as very feasible with a percentage of 96%. The assessment was conducted on three aspects: media usability, display aspect, and language aspect. The usability aspect emphasizes the ease of use of Fakkah interactive media as an easy-to-use learning media. The display aspect emphasizes the suitability of colors, images, and

animations with the material. The language aspect emphasizes the use of interactive media Fakkah is easy to read, does not use difficult words, and there are no typos.

D. Conclusion

Based on the research that has been done, it can be concluded that the development of Canva-based interactive media "Fakkah" related to infaq and sadaqah material is very feasible to use in the learning process. This media can increase student involvement, deepen understanding of concepts and religious values related to infaq and sadaqah in elementary school students. The validation results from material experts and media experts show that the media design and material content are very feasible. In addition, the positive responses given by students in the trial process also show that this media is suitable for use in learning.

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