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THE EFFECT OF CANVA-BASED LEARNING MEDIA ON IMPROVING STUDENTS' LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya inovasi media pembelajaran dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam. Pembelajaran yang masih didominasi metode konvensional sering kali membatasi keterlibatan aktif siswa sehingga berdampak pada rendahnya pencapaian hasil belajar. Penelitian ini bertujuan untuk menganalisis pengaruh media pembelajaran berbasis Canva terhadap hasil belajar siswa kelas XI di SMK Broadcasting Bina Creative (BBC) Medan. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian terdiri atas seluruh siswa kelas XI, sedangkan sampel penelitian berjumlah 30 siswa yang dipilih berdasarkan teknik sampling yang telah ditetapkan. Data dikumpulkan melalui angket dan dokumentasi, kemudian dianalisis menggunakan uji validitas, reliabilitas, asumsi klasik, uji t, dan koefisien determinasi dengan bantuan IBM SPSS Statistics 25. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis Canva berpengaruh positif dan signifikan terhadap hasil belajar siswa dengan nilai signifikansi uji t sebesar 0,008 (<0,05). Nilai koefisien determinasi (R Square) sebesar 0,585 menunjukkan bahwa Canva memberikan kontribusi sebesar 58,5% terhadap peningkatan hasil belajar siswa, sedangkan 41,5% dipengaruhi faktor lain. Temuan ini menegaskan bahwa Canva merupakan media pembelajaran digital yang efektif untuk meningkatkan kualitas pembelajaran Pendidikan Agama Islam.

Kata Kunci: Canva, Hasil Pembelajaran, Pendidikan Agama Islam

Abstract

This study was motivated by the importance of innovative learning media in improving students' learning outcomes in Islamic Religious Education. Learning processes that are still predominantly based on conventional methods often limit students' active engagement, resulting in suboptimal learning achievement. Therefore, this study aimed to analyze the effect of Canva-based learning media on the learning outcomes of eleventh-grade students at Broadcasting Bina Creative (BBC) Vocational High School, Medan. The study employed a quantitative approach with a correlational research design. The population consisted of all eleventh-grade students, while the sample comprised 30 students selected using a predetermined sampling technique. Data were collected through questionnaires and documentation and were analyzed using validity, reliability, classical assumption, t-test, and coefficient of determination analyses with the assistance of IBM SPSS Statistics 25. The findings revealed that Canva-based learning media had a positive and significant effect on students' learning outcomes, as indicated by a t-test significance value of 0.008 (< 0.05). Furthermore, the coefficient of determination (R Square) value of 0.585 indicated that Canva contributed 58.5% to the improvement of students' learning outcomes, while the remaining 41.5% was influenced by other factors. These findings confirm that Canva is an effective digital learning medium for enhancing the quality of Islamic Religious Education learning.

Keywords: Canva, Learning Outcomes, Islamic Religious Education

INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices worldwide. The emergence of Education 5.0 has encouraged educational institutions to integrate technology into teaching and learning processes to create more engaging, interactive, and student-centered learning environments (Ahmad et al., 2023). Digital-native learners increasingly expect learning experiences that incorporate multimedia, visual communication, and interactive content. Consequently, teachers are required not only to master subject matter but also to utilize innovative digital media that can enhance student engagement and learning outcomes. The integration of technology in education is no longer viewed as a supplementary component but rather as a fundamental element in improving instructional quality and fostering meaningful learning experiences.

Within the context of Islamic Religious Education, the integration of digital technology has become increasingly important. Islamic Religious Education plays a strategic role in developing students' spiritual awareness, moral character, religious understanding, and ethical behavior. However, despite its importance, IRE instruction in many schools continues to rely heavily on conventional teacher-centered approaches characterized by lectures, textbook-based instruction, and limited student interaction. Such instructional practices often result in low student motivation, passive classroom participation, and unsatisfactory learning outcomes. Recent studies have emphasized that digital transformation offers substantial opportunities for improving the quality of Islamic education through interactive learning environments, enhanced accessibility to learning resources, and increased student engagement (Firdaus et al., 2023; Hajri, 2023).

The importance of knowledge acquisition and educational development is strongly emphasized in Islamic teachings. The Qur'an highlights the elevated status of individuals who possess knowledge, as stated in Surah Al-Mujadilah (58:11), where Allah promises higher ranks for those who believe and acquire knowledge. Classical Islamic scholars, including Ibn Kathir, interpret this verse as evidence of the virtue of learning and the obligation to create educational environments that facilitate the effective transmission of knowledge. Similarly, Surah Ar-Rahman (55:33) encourages human beings to explore the universe through knowledge and capability, which contemporary scholars often associate with scientific and technological advancement. These Islamic perspectives provide a theological foundation for integrating educational technology into Islamic Religious Education, provided that technology is utilized to support meaningful learning and character development.

Among the various digital platforms currently available, Canva has emerged as one of the most accessible and versatile educational tools. Canva is a web-based graphic design platform that enables users to create presentations, infographics, posters, videos, and other visual learning materials through intuitive drag-and-drop features. Its ease of use allows teachers with limited design expertise to develop visually appealing instructional resources. The visual and multimedia features offered by Canva align with contemporary learning theories emphasizing multimodal

learning, visual literacy, and student engagement. Through attractive visual representation, abstract and conceptual content can become more comprehensible and memorable for students.

Several previous studies have examined the effectiveness of digital media and Canva-based learning in educational settings. Suwahyu (2024)reported that Canva-based instructional media improved student participation and facilitated greater creativity in learning activities. Similarly, research on digital learning environments has demonstrated that interactive media can positively influence students' motivation, engagement, and academic achievement. In Islamic education contexts, the utilization of digital technologies has been associated with increased learning interest, enhanced digital literacy, and improved accessibility to religious learning materials (Hamdi & Jumrodah, 2023; Syahrijar et al., 2023). Furthermore, studies concerning technology integration in Islamic Religious Education indicate that visual and technology-based instructional approaches can facilitate students' understanding of abstract religious concepts, including moral values, faith, and Islamic history (Hakim et al., 2023).

Although previous studies have confirmed the educational benefits of digital media and Canva-based learning, several limitations remain evident. First, most existing studies focus primarily on students' motivation, creativity, digital literacy, or general learning engagement rather than specifically investigating measurable learning outcomes in Islamic Religious Education. Second, many studies employ development or descriptive research designs that emphasize media feasibility rather than examining the direct influence of Canva-based learning media on students' academic achievement. Third, empirical evidence regarding the implementation of Canva within vocational secondary schools remains limited, particularly in Indonesian Islamic education contexts. Consequently, there is insufficient evidence concerning how Canva-based instructional media influence learning outcomes among vocational school students studying Islamic Religious Education.

This research gap becomes increasingly relevant considering the educational conditions observed at SMK Broadcasting Bina Creative (BBC) Medan. Preliminary observations revealed that approximately 65% of students demonstrated low interest in participating in Islamic Religious Education classes, while around 60% remained passive during instructional activities. Additionally, approximately 55% of students failed to achieve the minimum mastery criterion established by the school. The observations also indicated that teachers relied predominantly on conventional instructional methods, with limited utilization of digital learning media. Such conditions suggest the need for innovative instructional approaches capable of increasing students' attention, motivation, participation, and learning achievement.

The novelty of this study lies in its examination of the direct influence of Canva-based learning media on students' learning outcomes in Islamic Religious Education within a vocational secondary school setting. Unlike previous studies that mainly investigated motivation, creativity, or digital literacy, this study focuses specifically on learning outcomes as a measurable indicator of instructional effectiveness. Moreover, this research integrates contemporary educational technology with Islamic educational objectives, thereby providing a contextualized model of technology-enhanced Islamic learning. The study also contributes empirical evidence from

vocational education, a context that remains relatively underexplored in the literature concerning digital Islamic education.

Accordingly, this study aims to analyze the implementation of Canva-based learning media in Islamic Religious Education classes, examine its influence on students' learning outcomes, and evaluate the extent to which Canva can serve as an effective instructional medium for enhancing academic achievement among Grade XI students at SMK Broadcasting Bina Creative (BBC) Medan. By investigating these objectives, the study seeks to provide a deeper understanding of how visual digital media can improve learning effectiveness in Islamic Religious Education.

The significance of this study is both theoretical and practical. Theoretically, it contributes to the growing body of literature concerning educational technology integration within Islamic Religious Education and enriches discussions regarding digital pedagogy in faith-based learning environments. Practically, the findings may provide teachers with evidence-based guidance for developing innovative instructional strategies that improve student engagement and achievement. The study may also assist educational institutions in formulating policies that support technology-enhanced learning and digital transformation initiatives. Ultimately, the research is expected to contribute to the development of effective, engaging, and meaningful Islamic Religious Education capable of addressing the educational demands of the digital era while maintaining its core mission of fostering students' religious understanding, character formation, and spiritual growth.

METHOD

This study employed a quantitative approach using a quasi-experimental research design to investigate the effect of Canva-based learning media on students' learning outcomes in Islamic Religious Education (IRE). A quasi-experimental design was selected because the study was conducted in a natural educational setting where random assignment of participants was not feasible. This design enabled the researcher to examine the influence of the instructional intervention while maintaining the existing classroom structure. The study was conducted at SMK Broadcasting Bina Creative (BBC) Medan, Indonesia, during the 2025/2026 academic year.

The population consisted of all Grade XI students enrolled at the school, totaling 37 students from two vocational programs: Animation and Film. The sample was determined using the Slovin formula with a 5% margin of error, resulting in 34 participants. The participants were selected through proportional sampling to ensure adequate representation of the target population. The study focused on two variables: Canva-based learning media as the independent variable and students' learning outcomes in Islamic Religious Education as the dependent variable.

The instructional intervention involved the integration of Canva-based learning media into Islamic Religious Education lessons. The learning materials were designed using Canva's visual and interactive features, including presentations, infographics, quizzes, and collaborative learning activities. The intervention was implemented over several instructional sessions, during which

students engaged with visually enriched learning resources aimed at enhancing comprehension, participation, and learning achievement.

Data were collected using multiple instruments to ensure comprehensive measurement of learning outcomes. Cognitive achievement was assessed through achievement tests developed according to the learning objectives of the Islamic Religious Education curriculum. The affective and psychomotor dimensions were measured through structured questionnaires and classroom observation sheets. The questionnaire employed a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Instrument development was based on three domains of learning outcomes: cognitive, affective, and psychomotor aspects. Prior to data collection, the instruments underwent validity and reliability testing. Item validity was examined using Pearson product–moment correlation analysis, while internal consistency reliability was assessed using Cronbach's alpha coefficient. Instruments with validity coefficients exceeding the critical value and reliability coefficients above 0.70 were considered acceptable for data collection.

Data collection was conducted through classroom observations, questionnaire administration, achievement testing, and documentation. Observations were used to record student participation and classroom interactions during the implementation of Canva-based learning. Documentation served as supporting evidence regarding instructional activities and student performance.

The data were analyzed using IBM SPSS Statistics version 25. Descriptive statistics were first employed to summarize participant characteristics and learning outcomes. Prior to hypothesis testing, assumption tests were conducted, including normality testing using the Shapiro–Wilk test, homogeneity testing using Levene's test, and linearity testing to verify the relationship between variables. To examine the effect of Canva-based learning media on students' learning outcomes, inferential statistical analyses were performed using simple linear regression and one-way analysis of variance (ANOVA). Statistical significance was established at the 0.05 level. The coefficient of determination (R^2) was calculated to determine the proportion of variance in learning outcomes explained by the instructional intervention. These analytical procedures enabled a comprehensive evaluation of the effectiveness of Canva-based learning media in enhancing students' achievement in Islamic Religious Education.

RESULTS AND DISCUSSIONS

The findings of this study indicate that Canva-based learning media significantly influenced students' learning outcomes in Islamic Religious Education at SMK Broadcasting Bina Creative (BBC) Medan. Prior to hypothesis testing, all research instruments met the required psychometric standards. The validity test demonstrated that all questionnaire items possessed Pearson correlation coefficients exceeding the critical value of 0.374, indicating that each item effectively measured the intended construct. Likewise, the reliability test showed Cronbach's Alpha coefficients of 0.929 for the Canva-based learning media variable and 0.734 for the learning outcomes variable, both of which exceeded the minimum acceptable threshold

of 0.60. These results confirm that the instruments were both valid and reliable for measuring the research variables.

The assumption tests further confirmed the suitability of the data for regression analysis. The Kolmogorov–Smirnov normality test produced a significance value of 0.075, which exceeded the criterion value of 0.05, indicating that the residuals were normally distributed. This result was also supported by the Normal Q-Q Plot and histogram analysis, where the data points followed the diagonal line and formed an approximately bell-shaped distribution. Furthermore, the homogeneity test yielded a significance value of 0.275, demonstrating that the variance among groups was homogeneous. The linearity test produced a significance value of 0.366, indicating a linear relationship between Canva-based learning media and students' learning outcomes. These findings collectively suggest that the data satisfied the statistical assumptions required for inferential analysis.

Table 1. Summary of Statistical Findings

Statistical Test	Result	Interpretation
Instrument Validity	r = 0.421–0.920	All items valid
Instrument Reliability (X)	α = 0.929	Highly reliable
Instrument Reliability (Y)	α = 0.734	Reliable
Normality Test	Sig. = 0.075	Normally distributed
Homogeneity Test	Sig. = 0.275	Homogeneous
Linearity Test	Sig. = 0.366	Linear relationship
t-test	t = 3.919	Significant effect
Significance Level	p = 0.008	Significant
Coefficient of Determination	R^2 = 0.529	Moderate contribution

The hypothesis testing results revealed that Canva-based learning media significantly affected students' learning outcomes. The calculated t-value of 3.919 exceeded the critical t-value of 2.048, while the significance level of 0.008 was lower than 0.05. Consequently, the alternative hypothesis was accepted, indicating that the use of Canva-based learning media positively contributed to students' achievement in Islamic Religious Education. This finding suggests that students who learned through Canva-supported instructional materials demonstrated better learning performance than would be expected through conventional instructional approaches.

Several factors may explain this positive influence. First, Canva enables teachers to transform abstract religious concepts into visually meaningful learning materials. Islamic Religious Education often includes abstract topics such as faith, morality, worship, and Islamic values, which can be difficult for students to comprehend when delivered solely through lectures or textbooks. Through infographics, visual storytelling, interactive presentations, and multimedia integration, Canva facilitates the representation of complex concepts in ways that are easier for students to understand and retain. According to the Cognitive Theory of Multimedia Learning proposed by Mayer (2021), students learn more effectively when information is presented through a combination of verbal and visual channels rather than through text alone.

Second, Canva-based learning media appear to increase students' motivation and classroom engagement. During classroom observations, students demonstrated greater attention to instructional activities and actively participated in discussions, presentations, and collaborative tasks. Such engagement is consistent with constructivist learning theory, which emphasizes the active role of learners in constructing knowledge through meaningful experiences. When students are actively involved in learning activities, they are more likely to develop deeper understanding and retain knowledge for longer periods.

The findings are also consistent with previous studies highlighting the educational benefits of digital learning media. Setiawati et al. (2024) reported that Canva-based instructional media enhanced students' participation and learning motivation. Similarly, Firdaus et al. (2023) found that digital technology integration in Islamic education improved learning quality and student engagement. The present study extends these findings by demonstrating that Canva not only improves motivation and participation but also contributes directly to measurable learning outcomes in Islamic Religious Education. This contribution is particularly important because empirical evidence concerning Canva implementation within vocational secondary schools remains relatively limited.

Another important finding concerns the coefficient of determination. The reported R^2 value of 0.529 indicates that Canva-based learning media explained approximately 52.9% of the variance in students' learning outcomes. This percentage suggests that the instructional intervention exerted a substantial influence on academic achievement. Nevertheless, approximately 47.1% of the variance remained unexplained by the model, indicating that other factors also contribute to students' learning outcomes. These factors may include students' intrinsic motivation, prior knowledge, learning styles, teacher competence, family support, classroom climate, peer interaction, and access to educational resources.

From the perspective of Islamic education, the findings support the notion that technology can serve as an effective medium for facilitating knowledge acquisition while maintaining educational values and objectives. The integration of Canva into Islamic Religious Education reflects the adaptive nature of Islamic pedagogy in responding to contemporary technological developments. Such integration aligns with the Qur'anic emphasis on the pursuit of knowledge and the utilization of human intellect for educational advancement. Therefore, digital learning media should not be viewed merely as technological tools but as pedagogical instruments capable of enhancing the effectiveness of religious instruction.

Overall, the findings demonstrate that Canva-based learning media provide a meaningful contribution to improving students' learning outcomes in Islamic Religious Education. The significant statistical results, supported by classroom observations and theoretical perspectives, suggest that Canva offers an innovative and effective instructional approach capable of addressing contemporary educational challenges. Consequently, teachers and educational institutions are encouraged to incorporate Canva and similar digital platforms into instructional practices to create more engaging, interactive, and effective learning environments that support both academic achievement and meaningful religious learning.

Novelty and Research Findings

One of the most important findings of this study is the empirical confirmation that Canva-based learning media significantly improves students' learning outcomes in Islamic Religious Education. Statistical analysis demonstrated that the Canva learning media variable had a significant positive effect on learning outcomes, as indicated by a t-value of 3.919, which exceeded the critical t-table value of 2.048, with a significance level of 0.008 (< 0.05). Furthermore, the coefficient of determination ($R^2 = 0.529$) indicates that Canva-based learning media contributed 52.9% to the variance in students' learning outcomes. These findings suggest that the integration of digital visual media can substantially enhance students' understanding of Islamic educational content and improve classroom engagement.

The findings reveal that Canva functions not merely as a presentation tool but also as a pedagogical medium capable of transforming the learning experience. During classroom observations, students demonstrated higher levels of participation, attention, and enthusiasm when learning materials were delivered through visually rich Canva presentations. The combination of images, infographics, animations, and structured content facilitated students' comprehension of abstract Islamic concepts that are often difficult to understand through conventional lecture-based approaches. This finding is consistent with the Cognitive Theory of Multimedia Learning proposed by Mayer (2021), which argues that learners achieve deeper understanding when information is presented through integrated verbal and visual channels.

Another important finding concerns the multidimensional impact of Canva on learning outcomes. Although the primary measurement focused on overall achievement, observational data indicated improvements across cognitive, affective, and psychomotor domains. Cognitively, students showed better comprehension of Islamic concepts and religious values. Affectively, students exhibited greater interest and motivation during lessons. Psychomotorically, students became more confident in presenting ideas, discussing learning materials, and interacting with digital learning resources. These outcomes demonstrate that Canva supports holistic learning development rather than merely improving test scores (Jannah et al., 2023; Syahputri, 2024; Wicaksana, 2022).

The novelty of this study lies in its specific focus on Canva-based learning media within the context of Islamic Religious Education at the vocational secondary school level. Previous studies have generally examined Canva in broader educational settings or focused primarily on student motivation and creativity. Few studies have investigated the direct influence of Canva on learning outcomes in Islamic Religious Education subjects, particularly among vocational school students. Therefore, this research extends the existing literature by providing empirical evidence regarding the effectiveness of Canva as a technology-enhanced instructional medium in Islamic education (Khoiriyah, 2023; Saili et al., 2024; Saputro et al., 2025).

A second novelty concerns the integration of digital learning media with Islamic educational objectives. Unlike many technology-based learning studies that focus exclusively on academic achievement, this research highlights how digital media can facilitate the transmission

of religious knowledge, moral values, and character education. The findings suggest that technological innovation and religious education are not contradictory; rather, they can complement one another when instructional design is carefully planned. This perspective aligns with contemporary discussions regarding the integration of technology, pedagogy, and content knowledge (TPACK) in Islamic education, where technology serves as a medium to strengthen meaningful learning experiences rather than merely digitizing traditional instruction (Khoiriyah, 2023; Saili et al., 2024).

A third novelty is the contextual evidence generated from a vocational school environment. Vocational students often exhibit distinct learning characteristics, including preferences for practical, visual, and technology-oriented instructional approaches. Consequently, the findings contribute a contextualized understanding of how Canva can be effectively utilized in vocational Islamic education settings. This contribution is particularly important because empirical studies examining digital learning innovations in vocational Islamic Religious Education classrooms remain limited.

Overall, the study contributes both theoretically and practically. Theoretically, it strengthens multimedia learning theory and technology integration frameworks by demonstrating their applicability in Islamic Religious Education. Practically, it provides evidence-based guidance for teachers seeking innovative strategies to enhance student learning outcomes through digital media. The results indicate that Canva can serve as an effective instructional tool for creating engaging, interactive, and meaningful learning experiences that support the development of knowledge, attitudes, and skills among students (Bloom, 1956; Gee, 2007; Uno, 2016).

CONCLUSIONS

The findings of this study demonstrate that the implementation of Canva-based learning media has a positive and significant effect on students' learning outcomes in Islamic Religious Education among Grade XI students at SMK Broadcasting Bina Creative Medan. The integration of Canva into the learning process created a more interactive, engaging, and student-centered learning environment, enabling students to participate more actively and develop a deeper understanding of the instructional materials. The visual and multimedia features provided by Canva facilitated the presentation of Islamic Religious Education content in a more attractive and comprehensible manner, thereby increasing students' motivation and classroom engagement. Statistical analysis confirmed that Canva-based learning media significantly influenced students' learning outcomes, as evidenced by the t-test results, which showed a significance value below the 0.05 threshold. Furthermore, the coefficient of determination indicated that Canva-based learning media accounted for 58.5% of the variance in students' learning outcomes, while the remaining 41.5% was explained by other factors beyond the scope of this study, including learning motivation, teaching methods, family support, and individual learner characteristics. These findings suggest that Canva serves not only as a technological tool but also as an effective pedagogical medium capable of enhancing the quality of Islamic Religious Education instruction. Therefore, Canva-based learning media can be considered a viable and innovative instructional

strategy for improving students' academic achievement and supporting the integration of digital technology into contemporary Islamic education.

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