Canva Application in Increasing Student Motivation in Islamic Education Learning at SMAIT Al-Uswah Surabaya

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ABSTRACT: This study aims to determine whether the Canva application in learning Islamic Education at SMAIT Al-Uswah Surabaya can increase student learning motivation. The type of research used is Classroom Action Research (PTK) with data collection tools in the form of interviews, questionnaire distribution and observation. The subjects in this study were class X students at SMAIT AL-Uswah Surabaya as many as 20 students. In the implementation of this study using two stages, namely the pre-cycle stage and the cycle stage with unequal actions. In the pre-cycle stage, it was carried out using the lecture learning method with textbook tools, while the next cycle used an interactive presentation learning method with Canva application media. Based on the results of observations, it can be concluded that Islamic Education learning using the Canva application can increase learning motivation in class X students at SMAIT Al-Uswah Surabaya, this can be seen from the enthusiasm and completeness of students when completing the assignments given as well as responses from all students who stated that they strongly agreed and were helped if the Canva Application was applied in the Islamic Education learning process.

KEYWORDS: Learning Motivation, Learning Media, Canva Application

INTRODUCTION

Education is one of the important aspects to develop the quality of human resources, because with education humans can change the pattern of life in a better direction (Shafwan et al., 2024). In Law Number 20 of 2003 it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have personality character, noble character, self-control, intelligence, religious spiritual strength, and skills needed by themselves, society, nation and state.

In the process of implementing education, there are several components that are interrelated with each other, including students, teachers, subject matter, media used, evaluation, environment and conditions in the classroom. (Gamal, 2024; Yusuf et al., 2020). Learning activities can be said to be effective if the interaction relationship of these components supports each other. An effective learning process should involve a lot of students, so that students have an important role in teaching and learning activities, this can be interpreted that the success or failure of achieving educational goals is greatly influenced by how the learning design process itself is then implemented professionally (Fathurrohman et al.,, 2014).

In the current era of modernization, the learning process is expected to adapt to learning innovations that cannot be separated from technological advances, especially Islamic Education learning (Haqquddin et al, 2024; Yousef et al, 2024; Singkhala et al, 2024). An educator is required to not only be an expert in his field but also required to be an expert in managing the learning process. Educators must be able to be creative in overcoming changes in situations which will affect changes in the implementation of learning. In this case, learning will be more focused on the teaching and learning process so that the objectives of learning can be carried out properly (Hendawi , 2024; Rusman et al, 2020).

However, the reality that occurs in the field is still often found conditions of students who pay less attention and lack confidence in expressing opinions when learning takes place. This can occur due to a lack of learning motivation so that students can easily get bored and not concentrate when receiving lessons delivered by the teacher.

According to (Djaali, 2013) motivation is a physiological condition contained in a person that encourages him to carry out certain activities in order to achieve a goal of one's needs. In order to achieve the goal of effective interaction during learning, teachers should apply creative and innovative learning strategies or models, methods or media that can adapt to the character of students. The delivery of interesting learning materials is expected to increase the motivation of students to learn in the classroom. According to Nasution (2004: 57) there are two types of motivation, namely Intrinsic Motivation and Extrinsic Motivation, intrinsic motivation is a type of motivation that arises from within the individual himself without coercion or encouragement from others, but on the basis of his own will. Meanwhile, extrinsic motivation arises as a result of influences from outside the individual,

it can be due to invitations, orders or coercion from others so that under these circumstances students want to do something. A person's motivation is one of the determinants of success in learning, instrinsic motivation has a significant effect on learning, especially online learning (Dume et al., 2024; Baber, 2020).

The process standard in Permendiknas Number 41 of 2007 states that learning objectives show the process and learning outcomes that are expected to be achieved by students in accordance with basic competencies. In addition to using strategies or models, appropriate teaching methods, the use of appropriate learning media can also support the success of learning in the classroom. The role of a creative teacher in the use of learning media is needed as a facilitator to help students develop their potential to easily understand knowledge in the learning process. Therefore, an educator, an Islamic Education teacher in particular must be able to create innovative learning media by utilizing existing technological developments, because ISLAMIC EDUCATION learning is often less noticed by some students if the delivery of material is monotonous and less interesting et al., 2025). The learning media used is very important in the process of designing learning, through learning media, material from educators to students will be conveyed effectively (Sarah et al., 2024; Rahmatullah et al., 2020).

Learning media is an educational tool that can be used to assist the teaching and learning process and foster student motivation (Sharifah Aini et al., 2024; Edi Santoso, 2024; L. Moto, 2019). Meanwhile, according to Supriyono (T. Supriyono, 2018) learning media dictatically helps children's psychology in terms of learning, this is because learning media can make it easier for students and make things that are abstract more concrete (real).

In this study, the learning media that will be applied to Islamic Education learning is audio visual designed using the Canva application. Canva application is a graphic design platform that is generally used to design posters, social media, documents, presentations, and other visual content (Tiara Melinda & Erwin Rahayu Saputra, 2021). The Canva application provides various design templates online with an attractive appearance for free but some are paid (Fajri, M., Ahmad, R., & Fitriana, 2022). In the Canva application there are several tools and animations that can be used to design very easily. The Canva application is also one of the applications that provides other interesting designs that can be used for the learning process so that it is not boring and monotonous so that it can stimulate student learning motivation in classroom learning (Ramdan et al., 2021).

RESEARCH METHODS

This research is a classroom action research carried out in the form of repeated cycles, in which each cycle contains four main stages, namely planning, action, observation and reflection. Thus Classroom Action Research is a research activity by observing a learning activity that is given action with the aim of solving a problem and to be able to improve the quality of learning in the classroom. The design used in this research is Collaborative Classroom Action Research (Asrori, & Rusman, 2020). The collaborative model was used because in this study assistance was needed to make observations during the learning process. The classroom action research design model used refers to the Kemmis and Taggart model design with 2 cycles. Each cycle consists of 4 stages, namely:
1. Planning
2. Implementation
3. Observation
4. Reflection

Before the research is carried out in cyclical activities, in this case, observation and reflection are carried out first through the pre-cycle after the problem is determined, the implementation of classroom action research begins with the first cycle consisting of four activities. When the success or obstacles in the actions implemented in the first cycle are known, the researcher then identifies new problems to determine the design of the next cycle. The activities in the second cycle can be the same as the previous one if they are intended to repeat the success, to confirm, or to reinforce the results. But in general, the activities carried out in the second cycle have various additional improvements from previous actions that are aimed at overcoming various obstacles / difficulties found in the previous cycle.

By planning for the second cycle, the researcher can proceed with the same activities as in the first cycle. If the second cycle is completed and the researcher is not satisfied, the third cycle can be continued, with the same stages as the previous cycle. There is no stipulation on how many cycles should be conducted. The number of cycles depends on the researcher's own satisfaction, but it is suggested that there should be no less than two cycles. The details of the activities at each stage are as follows: According to Hadari Nawawi (1985: 100-135) there are four kinds of data collection techniques that can be used in research in general, namely:
1. Observation Technique
2. Communication Techniques
3. Measurement Technique
4. Documentary Techniques/Studies

This research was conducted at SMA IT Al-Uswah Surabaya with the subject of class X students totaling 20 students. The object of this research is Canva Application in Islamic Education learning. The data collection techniques used in this study were interviews, observation and questionnaire distribution. Interviews are used as a data collection technique when researchers want to

know things from respondents that are more in-depth (Sugiono, 2019). By using questions that have been made, it is hoped that statements from respondents can facilitate researchers in recapitulating records of research data collection results.

At the interview stage, respondents were asked to provide information according to what was felt and experienced during Islamic Education learning using the canva application. The next data collection technique is observation. The research begins by recording, analyzing, and then making conclusions about the implementation and results of the program as seen from whether or not there is an increase in student learning motivation when using the canva application (Huda, 2024). This study uses non-participant observation techniques, where researchers are not involved and only as independent observers. The third data collection technique is using a questionnaire. Questionnaire is a data collection technique by asking several written questions to respondents to get maximum information (Program et al., n.d). Questionnaires were distributed to 20 students to find out the results of answers from students regarding the benefits of learning media using the Canva application to increase their learning motivation.

The data analysis technique used is to analyze the results of questionnaires and interviews of students. Then for technical data analysis of observation results is to describe the condition of student learning motivation during and after the Islamic Education learning process takes place using the Canva application. The data analysis used in the teacher and student observation sheets was analyzed by logical analysis techniques in the form of indicators of student motivation and teacher ability in implementing learning, while the teacher observation sheet was used to see the teacher's ability to have an impact on student learning motivation.

The aspect to be improved in this study is student learning motivation, where indicators are needed to measure success in the aspects to be improved. Learning motivation indicators used in this study include

1) desire and desire to succeed
2) the existence of encouragement and needs in learning
3) the existence of future hopes and aspirations
4) the existence of rewards in learning
5) the existence of interesting activities in learning
6) There is a conducive learning situation, allowing students to learn well (Nasrah, 2020).

   Some of the things prepared by researchers are learning devices in the form of lesson plans, completeness of learning materials, learning media and google forms for distributing questionnaires to students

The instruments used in this study consisted of student learning interest observation sheets and teacher activity observation sheets. The student learning interest observation sheet contains indicators of learning interest adapted from Rukiyah (2018), including a sense of pleasure that appears through enthusiasm, focus or full attention in learning activities, and active participation in the learning process. The observation instrument is arranged in the form of a checklist (√) with four assessment categories, namely:

1) Less / Undeveloped
2) Adequate/Beginning to Develop
3) Good / Developing as expected
4) Very Good / Developing Very Well.

In addition, teacher activities were also observed, which included introductory activities, core activities, and closing activities. This instrument has been modified from previous research by Rukiyah (2018) and has gone through a validation process. The data obtained were analyzed qualitatively and quantitatively. There are two types of observations in this study, namely observations of student activities and teacher activities. Quantitative data analysis will be presented in the form of numbers calculated from the observation results and interpreted into percentages (%). The percentage of observation results is calculated using a certain formula. The success rate of the observation results is then interpreted based on the following classification table:

RESULTS
Pre Cycle
Application of the Lecture Method with Textbooks

Pre-cycle activities began with initial observations in class X at SMAIT Al-Uswah Surabaya on May 2, 2024 by providing Islamic Education learning material on the chapter "Living Full of Benefits by Avoiding Spending, Riya', Sum'ah, Takabbur, and Hasad". At this stage, the learning of Islamic Education in class X SMAIT Al-Uswah Surabaya is carried out using the lecture method. This method utilizes textbooks as the main tool in delivering the material. Students receive explanations directly from the teacher without involving active interaction using digital learning media. The observation results show that students' learning motivation at this stage is still low. This can be seen from the lack of student participation during learning, lack of enthusiasm in completing tasks, and students' responses that tend to be passive towards the material presented. At this stage, the results of learning motivation from the evaluation also showed that it had not yet reached learning motivation, with a total percentage of learning motivation that was still moderate at 57%.

The use of the conventional lecture method became the basis for the need to change learning methods to increase student motivation and engagement. This prompted the implementation of interactive learning media, such as Canva application, in the next cycle stage

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Cycle I

The first cycle was conducted on May 8, 2024 by introducing the Canva application during Islamic Education learning for class X students. The planning stage in the first cycle was carried out by introducing the Canva application in Islamic Education learning. The material taught focused on "Living a Life Full of Benefits by Avoiding Spending, Riya', Sum'ah, Takabbur, and Hasad". The researcher designed learning by using Canva media to present the material in the form of attractive visual designs, such as posters and infographics. Activities in this cycle include planning, preparing Canva media, and preparing observation sheets to assess student learning motivation and teacher activity.

Implementation in Cycle I, the teacher began by explaining the learning objectives and the importance of avoiding negative behaviors, such as extravagance, riya', sum'ah, takabbur, and hasad. Students were given an introduction to the use of Canva, where the teacher showed how to operate the application and prepare learning media. Student activities during this cycle included observing the teacher's Group discussions were held to explore the material and share opinions. After the introduction, students were given the opportunity to explore using Canva, although many had difficulties. The teacher observed and provided assistance to students who needed it.

Observations were made to assess students' interest in using Canva. The observation results showed that student learning motivation in Cycle I reached 68%, which is included in the "Fair" category. Although students began to show interest because of the interactive media, not all students gave their full attention.

From the initial observations until the end of the implementation of cycle I, one of the obstacles that arose during the implementation of Cycle I was that there were students who had difficulty in operating the Canva application. Some students seemed confused with the of the application and could not utilize the features optimally. In addition, there were also students who preferred traditional learning methods and felt uncomfortable with the digital approach.

To overcome this obstacle, in the next cycle, researchers will include a short training session before the use of Canva. This session aims to introduce the basics of using Canva in more depth, so that students who are less familiar can be better prepared when learning. In addition, researchers will provide video tutorials that students can access at home, so that they can practice further before the assignment.

Cycle II

Cycle II was carried out on May 16, 2024, where the stages carried out were the same as cycle I. Planning, improvements were made based on reflections from the previous cycle. The material taught in this cycle remained focused on "Living a Life Full of Benefits by Avoiding Spending, Riya', Sum'ah, Takabbur, and Hasad" with. The teacher starts by re-explaining the material and provides a more detailed explanation of the group task which involves using Canva to create an infographic. Student activities include group discussions to plan and divide the infographic creation tasks. This is followed by using Canva to create a group design explaining how to avoid negative behaviors. During this process, the teacher provides support by explaining Canva's features and helping groups that are having difficulties. Here, Canva was not only used for presentations, but also as a tool for group work. Students were asked to create an infographic explaining how to avoid those negative behaviors and live a rewarding life.

The observation results showed that students' learning motivation increased to 79%, which falls into the "Good" category. Students looked more enthusiastic, especially when they were given the challenge to create their own designs in groups. Active participation increased, and some students began to dare to ask questions and express their opinions during discussions. Despite the increase in motivation, researchers found that the time for completing group tasks was often inefficient. Some groups needed more time to complete the task due to differences in understanding between group members. This caused frustration among students and hindered a more productive learning process. To overcome this problem, the researcher plans to provide more detailed guidance on the division of tasks within the group. Each group will have a clear division of tasks, so that each member knows his or her responsibilities. In addition, the researcher will also set more realistic time limits for each task and conduct regular monitoring to ensure that each group stays on track.

Cycle III

Cycle III was conducted on May 23, 2024, with the same stages as cycle I and cycle II. Planning, in cycle III focused on individual assignments using Canva. Each student was asked to create a poster about "Living a Life Full of Benefits by Avoiding Spending, Riya', Sum'ah, Takabbur, and Hasad". Through this assignment, it is hoped that students can be more independent in using Canva while increasing their understanding of the material.

The implementation in cycle III focused on individual tasks, where the teacher explained in detail about the task of making posters using Canva to demonstrate students' understanding of the material. Students' activities during this cycle included two, namely developing ideas independently and using Canva to create posters. The second was presenting the posters in front of the class, where they shared their work and discussed the design elements

The teacher provided direct feedback and facilitated discussion on the designs produced by the students. The observation results show a significant increase in learning motivation, with the percentage reaching 89%, which falls into the "Very Good" category. Students appear more confident in doing their own work, and they show increased focus and greater attention during learning. In

addition, active participation continued to increase, where students not only completed tasks but also shared their work and discussed design elements with classmates.

Cycle III showed that the individual use of Canva had a positive impact on students' learning motivation. They felt more engaged in the material and better understood the concepts through the creative process. . This is reflected in the research findings which show that after the introduction of Canva, there was an increase in students' learning motivation from the "Fair" category (68%) in Cycle I to "Very Good" (89%) in Cycle III.

DISCUSSION

The results of this study have a strong relationship with some previous studies, and tend to support their findings. The following is the relationship between the results of this study and relevant previous research:

1. Supporting Research on the Importance of Intrinsic Motivation and Technology in Learning

The research showed that students' intrinsic motivation increased through the use of interactive visual media such as Canva, especially with a constructivism-based approach that allows students to be more independent and creative in learning. Students' learning motivation increased from the "Fair" category (68%) in Cycle I to "Very Good" (89%) in Cycle III. This supports the results of environment. Wardani et al. (2023) found that visual media such as Canva encouraged student interaction with the material, increased motivation, and linked new knowledge to previous experience.

2. Supporting a Positive Relationship between Learning Motivation and Learning Outcomes

Higher learning motivation has an impact on improving student learning outcomes, both in understanding the material and active involvement during Islamic Education learning. This is in line with research conducted by Aminingtyas & Dwi Wardhani (2023) found that high learning motivation correlates with the achievement of better learning outcomes.

Your research supports that increased learning motivation, especially through the use of Canva, contributes directly to student learning outcomes.

3. Supporting the Effectiveness of Using Digital Media like Canva

Canva has proven to be effective as a learning medium, both in group and individual assignments. Visualization of material through Canva increases learning attractiveness, concept understanding, and active participation of students. Zebua (2023) and Solomon Leuwol et al. (2023), showed that Canva can increase learning motivation through its engaging visualization and collaboration features, which aligns with the results of this study where the research supports the claim that the use of technology-based media such as Canva creates a more interactive and engaging learning experience.

4. Confirming the Importance of Constructivist Approaches to Learning

The increase in learning motivation occurs because students are involved in an interactive and learning process that is centered on them, such as creating infographic designs independently**.** Wardani et al. (2023) stated that constructivist learning is effective if students can relate their experiences to the concepts being taught, which is supported by the use of visual media. This research reinforces that technology-based constructivist approaches such as Canva can improve student motivation and understanding.

5. Reflections

This research shows the importance of visualization in the learning process and how the use of digital media can increase student engagement. Constructivism learning theory pioneered by Jean Piaget and Lev Vygotsky states that effective learning occurs when students can interact with materials and associate new knowledge with existing experiences.(Wardani et al., 2023) Visualization, in this case, serves as a tool to facilitate the process. By using applications such as Canva, the material presented becomes more interesting and easy to understand, so students are more likely to be actively involved in learning. Technology- based learning methods can make a significant contribution in increasing students' learning motivation. (Solomon Leuwol et al., 2023).

In the context of Islamic Education learning, the use of Canva can help teachers create more interactive and visually appealing materials, which in turn can increase students' interest in the material presented. Research on the use of Canva in the learning process shows that this application can play a role in increasing student learning motivation. Canva media can be a stimulus for students to be more motivated in learning. There is a positive relationship between learning motivation and student learning outcomes. High levels of learning motivation can affect their cognitive learning outcomes; the greater a student's learning motivation, the higher the achievement of learning outcomes.(Aminingtyas & Dwi Wardhani, 2023).

Through creative visual displays and content personalization, Canva allows students to engage more actively in learning, thus encouraging intrinsic motivation. This is also supported by the ease of collaboration features within Canva, which allows students to work together on design projects, fostering teamwork skills and ownership of learning outcomes.(Zebua, 2023) Thus, Canva is not just a design tool, but also a platform that can support a more interactive and collaborative learning process.

From the teacher's perspective, Canva makes it easy to design learning media that suits the needs of the class, such as infographics, presentations, and attractive visual modules. The use of this media can make the learning process more enjoyable and facilitate students' understanding of Islamic Education materials. (Yogi Fernando et al., 2024) With the variety in the delivery of

material through Canva, students tend to be more motivated to engage in learning. Thus, Canva application not only improves the aesthetics of teaching materials, but also strengthens the motivational aspects of student learning through more in-depth and varied involvement in the learning process.

In the context of high school students, they are at a stage of cognitive development where they are better able to understand abstract concepts through visual representations. Visual media such as posters, infographics, and interactive presentations allow students to see the relationships between concepts in a more concrete way. This is reflected in the research findings which show that after the introduction of Canva, there was an increase in student learning motivation from the "Fair" category (68%) in Cycle I to "Very Good" (89%) in Cycle III.

The following is a bar chart graph showing the increase in student learning motivation from Cycle I to Cycle III based on the research results. Cycle I started with 68% ("Fair" category), increased to 79% in Cycle II ("Good" category), and reached 89% in Cycle III ("Very Good" category).

CONCLUSIONS

Based on the initial observation, it was found that student learning motivation in Cycle I reached 68%, which is included in the "Fair" category. Although students began to show interest because of the interactive media, not all students gave their full attention. However, in Cycle II, after the researcher provided basic training on the use of Canva and provided tutorials, student motivation increased to 79% ("Good" category). In Cycle III, the use of Canva in individual assignments further increased student motivation to 89% (category "Very Good"). At this stage, students showed independence in learning and courage to display their work, which indicated a strengthening of intrinsic motivation (Aminingtyas & Dwi Wardhani, 2023).

Based on the results of the three cycles, it can be seen that the application of Canva in Islamic Education learning can gradually increase students' learning motivation. From the reflection on each cycle, it can be concluded that the variation in the use of Canva and the assignment of both group and individual tasks were effective in increasing students' interest, focus, and active participation in Islamic Education learning. The improvements made in each cycle enabled the indicators of students' learning motivation to appear optimally in the final cycle. These results show that visual-based learning media such as Canva has a positive impact in building learning motivation and creating a more interesting and interactive learning environment for students.

The results of this study provide additional evidence that is relevant and consistent with previous findings. In general, the results of this study support previous research and strengthen the argument that:

1. Digital media like Canva is effective in increasing student motivation.
2. High learning motivation is positively related to learning outcomes.
3. Engaging visualization and collaboration in technology-based learning are in line with the principles of constructivism.

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