

**IMPROVING THE LEARNING OUTCOMES OF 6TH GRADE STUDENTS ON ISLAMIC EDUCATION LESSON THROUGH CANVA-BASED INTERACTIVE VIDEO LEARNING MEDIA AT SDIT HADLONAH DARUSSALAM PONOROGO**

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**Abstract**

This Classroom Action Research addresses the low learning scores of 6th-grade students at SDIT Hadlonah Darussalam, Ponorogo, in Islamic Religious Education. The issues stem from a lack of student engagement and limited teaching methods, primarily lectures, leading to boredom and suboptimal learning. The study aims to (1) enhance student engagement and (2) improve learning outcomes using Canva-based interactive learning media. The research follows two cycles: planning, implementation, observation, and reflection, involving both teachers and observers as researchers. Data was collected through observation sheets, student test results, and documentation. Results show that Canva-based media positively influenced the learning environment. Student activity increased from 46.29% in the first cycle to 87.50% in the second, a 41.21% improvement. Learning outcomes also improved; the percentage of students achieving the minimum competency level (KKM) rose from 26% in the first cycle to 82% in the second. Thus, the study concludes that Canva-based interactive learning media can effectively enhance student engagement and outcomes. The researcher suggests that teachers innovate by integrating flexible and supportive learning media, and future studies should explore different templates, elements, or subjects to further develop Canva's application in education.

**Keywords:** student activity, learning outcomes, Islamic religious education, Canva learning media.

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## A. INTRODUCTION

Education aims to improve the thinking ability of a nation in order to produce a competitive generation in the technological era of the 21<sup>st</sup> century. As a basic need, education should be applied throughout an individual's life. The importance of education lies not only in knowledge transfer, but also in character building.<sup>1</sup>

The utilization of learning media is a crucial aspect in the implementation of the teaching and learning process. Learning media makes it easier for teachers to achieve learning objectives, so its preparation and use are the main responsibilities for teachers.<sup>2</sup> Advances in science and technology that continue to develop affect the use of teaching aids in educational institutions. In addition, technological developments in education challenge teachers to remain active in playing a key role in improving students' intelligence in the era of globalization.<sup>3</sup>

To create interactive learning media, researcher make use of various free online applications available on the Google Play Store, including Canva.<sup>4</sup> Canva is an online design platform that offers a wide range of tools, such as those for creating presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, bulletins, and more.<sup>5</sup> The app provides different types of presentations, including those focused on creativity, education, business, advertising, technology, and other areas, all of which can be applied in an educational setting.

According to Choirul in his research, Canva is one of the free and user-friendly apps, so both teachers and students can use it easily. This application helps in creating designs without the need to create them from scratch, and provides a variety of templates, animations, attractive colors, and font variations to beautify presentations.<sup>6</sup> V Designs are automatically saved on the Canva platform and can be shared via social media. By using Canva to create learning media, educators' messages can be delivered effectively with interesting and easy-to-understand presentations, according to students' level of understanding. However, since Canva is web/cloud based, access to this application requires an internet connection. While there are some Islamic Education templates on the platform, there are also many qualities free templates available.<sup>7</sup> Apart from learning media, Canva can also be used to create logos, posters, banners, social media

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<sup>1</sup> Alprianti Pare and Hotmaulina Sihotang, "Pendidikan Holistik Untuk Mengembangkan Keterampilan Abad 21 Dalam Menghadapi Tantangan Era Digital," *Jurnal Pendidikan Tambusai* 7, no. 3 (December 8, 2023): 27778–87, <https://doi.org/10.31004/jptam.v7i3.11268>.

<sup>2</sup> Annissa Annissa and Yusron Wikarya, "Penggunaan Media Canva Untuk Meningkatkan Kreatifitas Dan Hasil Belajar Siswa," *Jurnal Pustaka Data (Pusat Akses Kajian Database, Analisa Teknologi, Dan Arsitektur Komputer)* 2, no. 2 (2022): 90–94.

<sup>3</sup> Setria Utama Rizal et al., *Media Pembelajaran* (CV. Nurani, 2016).

<sup>4</sup> Azhar Arsyad, *Media Pengajaran* (Rajawali Pers, 1997). p.24

<sup>5</sup> Arya Andreansyah, Sumani, and Asih Wulandari, "PENINGKATAN HASIL BELAJAR SISWA PADA MATERI PENYAJIAN DATA MELALUI MEDIA INTERAKTIF BERBASIS CANVA," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 4 (November 17, 2023): 869–83, <https://doi.org/10.38048/jipcb.v10i4.1798>.

<sup>6</sup> Choirul Anam, Madziatul Churiyah, and Nur Zaini Pratama, "Improving Learning Outcomes and Self-Regulated Learning through the Development of Web-Based Learning Media with Canva Platform," *International Journal of Multicultural and Multireligious Understanding* 10, no. 5 (2023): 376–86.

<sup>7</sup> Muhammad Sholeh, Rr Yuliana Rachmawati, and Erma Susanti, "PENGUNAAN APLIKASI CANVA UNTUK MEMBUAT KONTEN GAMBAR PADA MEDIA SOSIAL SEBAGAI UPAYA MEMPROMOSIKAN HASIL PRODUK UKM," *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan* 4, no. 1 (November 2, 2020): 430–36, <https://doi.org/10.31764/jpmb.v4i1.2983>.

content, product packaging design, YouTube intros, magazine designs, and others. Canva app can be accessed anytime and anywhere.<sup>8</sup>

Based on researcher observations, learning activities at SDIT Hadlonah Darussalam, especially in Islamic Religious Education subjects, have involved the use of media. However, there has been no utilization of interactive media such as the Canva application in learning by Islamic Religious Education teachers. In addition, some students consider the subject difficult to understand and less interested, so they feel anxious when facing the lesson. This is one of the reasons for low learning outcomes and lack of satisfaction in learning.<sup>9</sup>

As a result of these various factors, the learning outcomes of class 6A students are less than satisfactory and below the minimum standard of completeness (MSC). Learning outcome data shows that 16 students, or 57% of 28 students, have not reached the KKM, while 12 students, or 43% of the 28 students, have reached the KKM.<sup>10</sup>

Considering these conditions, along with the goal of enhancing students' learning outcomes and boosting motivation, researcher is eager to undertake classroom action research utilizing the Canva application. This has led the researcher to pursue a study titled Improving The Learning Outcomes Of Grade 6 Students On Islamic Religious Education Materials Through Canva-Based Interactive Learning Media At SDIT Hadlonah Darussalam.

## **B. RESEARCH METHOD**

The method used in this study is Classroom Action Research. According to Suharsimi Arikunto, Classroom Action Research is an observation of activities that are deliberately carried out and occur in the classroom.<sup>11</sup>

This research was conducted in the fourth classroom of SDIT Hadlonah Darussalam, Mlarak District, Ponorogo Regency in the first semester of the 2024-2025 school year. The number of students in class VI of SDIT Darussalam is 27 people, consisting of 9 boys and 18 girls. This research employed the model of Kemmis McTaggart to illustrate how the first cycle consists of four steps that include: planning, implementation, observation and reflection<sup>12</sup>. This research was a collaborative study where the researcher asked to use a native teacher to observer and the researcher as teacher of Islamic Education for 6th grade students.

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<sup>8</sup> Cindy Aisyah Pragista and Alfiantra Alfiantra, "Peningkatan Hasil Belajar Melalui Media Pembelajaran Berbasis Canva Di SMP Negeri 38 Palembang," *JLEB: Journal of Law, Education and Business* 1, no. 2 (October 11, 2023): 31–36, <https://doi.org/10.57235/jleb.v1i2.1167>.

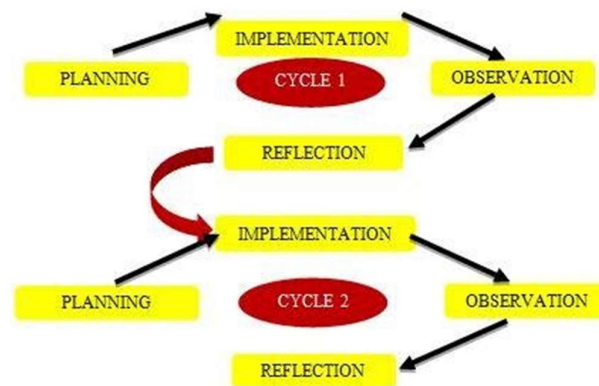
<sup>9</sup> Results of an interview with Wenti Ricca, dated May 17, 2024, at SDIT Hadlonah Darussalam

<sup>10</sup> Dokumentasi nilai peserta didik Pendidikan Agama Islam di SDIT Hadlonah Darussalam : 01/D/07/VII/2024

<sup>11</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021), p. 34

<sup>12</sup> Stephen Kemmis and Robin McTaggart, *The Action Research Planner* (Geelong: Deakin University, 1988). p.31

Picture 1. Figure of Kemmis and Taggart model in classroom research



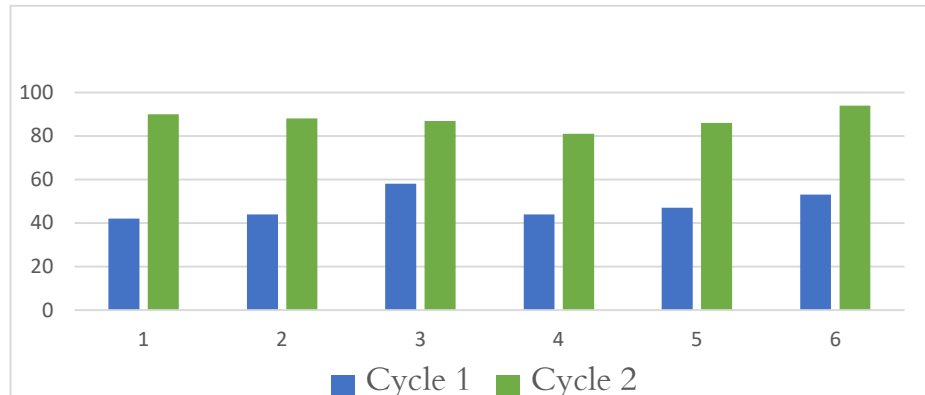
## C. RESULTS AND DISSCUSSION

### 1. Student Activity

There was an increase in the first and second cycles as follows: in the first cycle of student activity, the researcher obtained data on student completeness with a score of 42.30%, then the researcher conducted the second cycle, because in the first cycle the results were low. In the second cycle, the researcher obtained student completeness data with a score of 81.20% with the achievement of student activity in the second cycle was very good. The data on student learning activities increased by a total of 38.90% from the first cycle to the second cycle.

Table 1. Explanation of Student Activity Results

No.	Indicator	Result		Percentage		Percentage Difference between cycle 1 and cycle 2
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	
1	answer the teacher's questions	1.67	3.59	41.67%	89.81%	48.14%
2	ask if they do not understand the material	1.74	3.52	43.51%	87.96%	44.45%
3	pay attention to the teacher when explaining	1.74	3.48	43.51%	87.04%	43.53%
4	participate in group discussions	2.33	3.22	58.33%	80.56%	22.23%
5	be able to solve problems	1.74	3.44	43.51%	86.11%	42.60%
6	be able to conclude the learning that has been delivered	1.89	3.74	47.22%	93.52%	46.30%
<b>Average result for each cycle</b>		<b>1.85</b>	<b>3.51</b>	<b>46.29%</b>	<b>87.5%</b>	<b>41.21%</b>



Graph 1. Student Activity in Cycle 1 and cycle 2

Based on the tables and the chart representing the proportion of student learning activities in the first and second rounds, there is an increase in learning activities, and the six indicators are increasing from the first cycle to the second cycle. In the first cycle, the results of student learning activities were 46.29% in the second cycle 87.50%.

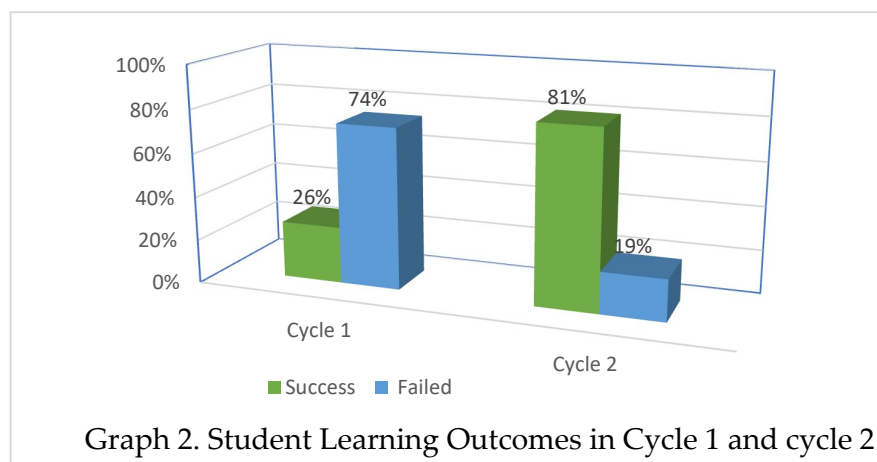
## 2. Learning Outcomes

The results of the learning outcome research starting from planning, implementation, observation and reflection carried out in cycle I and cycle II can be described from the previous table that students who managed to reach the minimum criteria in cycle I reached 7 students out of 27 students with a level of 26%. Meanwhile, in the second cycle there was a significant increase, namely the number of students who had reached the number of 22 out of 27 students, with an increase of 81% with a difference of 55% The researcher prepared a table to clarify the student learning outcome data for the first and second cycles as follows:

Table 2. Percentage of student learning completion in cycle I and cycle II

No	Learning Cycle	Succesed	Failed	Percent	Difference between Cycle I and Cycle II
1	Cycle I	7	20	26%	55%
2	Cycle II	22	5	81%	

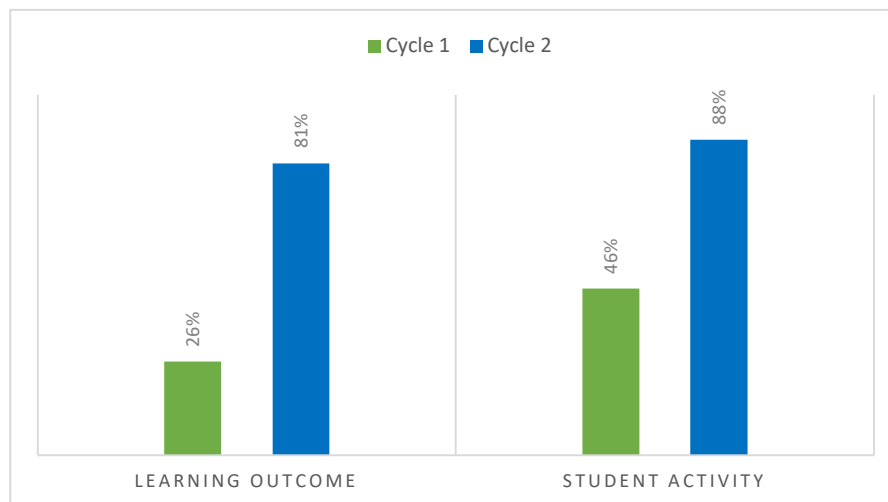
From the above table can be shown in the form of a bar chart of the percentage of learning outcomes between the first cycle and the second cycle.



Graph 2. Student Learning Outcomes in Cycle 1 and cycle 2

Based on the pictures and tables for calculating the percentage of students' learning result in the first and second rounds, there was an increase in learning outcomes as the number of students who accomplished in the first cycle reached 7 students (26%). Where the number of successful students in the second round was 23 students (81%).

After conducting the research in the first and second cycle, the researcher found a comparison between the results of the activities and the learning outcomes in the first and second cycle. The researcher prepared a table to display the data as follows:



Graph 3. Comparison between cycle 1 and cycle 2

Based on the graph provided, the application of the CANVA based media applies to the increase in student activity and student learning outcomes at the SDIT Hadlonah Darussalam Ponorogo.

#### D. CONCLUSION

After conducting classroom action research by applying CANVA-based learning media to see student activity and student learning outcomes in grade 6 Islamic education subjects at SDIT Hadlonah Darussalam, the researcher concluded as follows:

1. The application of CANVA-based interactive learning media can increase student activity in Islamic education materials at SDIT Hadlonah Darussalam for the 2024-2025 academic year. The result of student activity percentage in first cycle is 46.29%, while in the second cycle is 87.50%. The enhancement between the first and second cycle is 42%.
2. The application of CANVA-based interactive learning media can improve student learning outcomes in Islamic education materials at SDIT Hadlonah Darussalam for the 2024-2025 academic year. The result of learning outcomes percentage in first cycle is 26%, while in the second cycle is 81%. The enhancement between the first and second cycle is 55%.

The researcher offers suggestions to enhance learning outcomes and student engagement at SDIT Hadlonah Darussalam:

1. Students: Students should actively use Canva-based interactive media both in and out of the classroom to better understand the material. These tools can serve as engaging supplementary resources to improve learning outcomes.
2. Teachers: Teachers are encouraged to creatively develop and regularly integrate Canva-based content into their lessons. This approach can enhance student engagement and foster a more interactive learning experience.
3. School: Schools should support the use of interactive learning media by providing teacher training and necessary infrastructure, such as computers and internet access. This will help optimize the integration of technology in the learning process.

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