

The use of the Canva application learning media in the Fiqh learning process

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ABSTRAK

Rancangan pembelajaran yang berkualitas dan efektif serta mengikuti perkembangan zaman membutuhkan penggunaan media pembelajaran yang menarik, memotivasi, dan meningkatkan aktivitas pembelajaran berupa komunikasi dua arah dalam proses pembelajaran. Aplikasi Canva menjadi salah satu platform pengemasan media pembelajaran yang dapat digunakan dengan berbagai desain yang menarik dan dapat diakses dengan mudah. Penelitian ini merupakan penelitian tindakan kelas yang terdiri atas dua siklus yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilakukan terhadap subjek siswa kelas X IPK MAN 1 Pesisir Selatan sebanyak 21 siswa. Sumber data yang digunakan adalah observasi, tes, dan dokumen hasil belajar. Analisis data penelitian Tindakan Kelas ini dengan teknik analisis deskriptif kuantitatif. Penelitian menunjukkan hasil belajar pada siklus I sebesar 42,85 persen; siklus II sebesar 57,14 persen; dan hasil belajar pada akhir siklus III sebesar 80,95 persen. Peningkatan hasil belajar ini sejalan dengan meningkatnya aktivitas belajar siswa dalam mengajukan dan menjawab pertanyaan.

ABSTRACT

Quality and effective learning designs that keep up with the times require the use of learning media that are interesting, motivating, and enhance learning activities in the form of two-way communication in the learning process. Through the Canva application, the packaging of learning media can be used with various attractive designs and can be accessed easily. This study is a classroom action research consisting of two cycles of planning, action, observation, and reflection stages. The subject was class X IPK MAN 1 Pesisir Selatan subjects with as many as 21 students. Sources of data used are observations, tests, and learning outcomes documents. This Classroom Action Research data analysis employed quantitative descriptive analysis techniques. Research shows learning outcomes in the first cycle at 42.85 percent, the second cycle at 57.14 percent, and the learning outcomes at the end of the third cycle at 80.95 percent. This increase in learning outcomes was in line with the increased student learning activity in asking and answering questions.



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INTRODUCTION

Science and technology are developing, and efforts to update the growing use of new technologies in education are encouraged. The use of technology in education is an effort to

improve and develop the quality of education and teaching (Al-Rabaani, 2018; Rohayati, 2022). In addition, Silalahi (2020) states that one form of improving education is improving and developing the learning process carried out by education practitioners. The development of the learning process is a complex activity using diverse aspects of learning and supporting components to achieve learning objectives. Educators become the main actors in designing quality learning to achieve the desired learning goals. The learning process created by educators can use the facilities provided by the school in allowed circumstances. The prepared lesson plans must seek to increase the effectiveness of the learning process and the enthusiasm for student learning through the use of developing technology.

The current learning process often uses various media as variations and reduces the lecture method. Learning media are equipped with tools and techniques to further streamline interaction and communication between teachers and students in the learning process (Pulungan, 2021; Siboro et al., 2017). Clarifying this statement, Arsyad (2017) reveals that the use of media in learning activities can generate interest, encouragement, and a psychological impact on students in the learning process. In other words, media can grab students' attention, so they are motivated and more active. Student motivation is a form of attitude that reflects a willingness to carry out the learning process and is willing to accept direction, guidance, and knowledge. With motivation, there will be a two-way communication process through feedback on each stimulus given in the learning process.

The media acts as a component in the student learning environment that can stimulate learning activities. Activity learning is a conscious series of activities that can result in changes in the learner in the form of changes in knowledge or skills (Ahmadurifai, 2020; Chi & Wylie, 2014). This knowledge and skills will result from learning as a form of change in behavior and understanding through the learning activities. Learning activities must contain activities in the form of physical and mental activities in the balance. The collaboration of these activities results in the learning process that becomes more meaningful with the emergence of a conscious interest in learning by students so that learning activities can provide effective results. Observation of physical activity on learning interest is intended as an attitude of attention to keep paying attention and interpreting an activity (Siagian, 2015; Winarto et al., 2020). Not only at the beginning of the lesson, but students are more able to maintain the stability of the learning activities experienced to provide a meaningful learning experience. Mental activity on students' interest in learning includes desire, awareness or willingness, attention, and feelings of pleasure.

Learning media desire to have a positive influence on student learning outcomes. Media intends to act as an integral part of teaching by improving the quality of learning outcomes. Learning outcomes are competencies or skills students can achieve after going through learning activities designed and implemented by teachers in a particular school and class (Audia & Hidayat, 2022). The use of learning media enables the effectiveness of learning activities by facilitating the delivery of material to students with better acceptance. According to Arsyad (2017), the consideration of using a learning media pays attention to the principles of effectiveness and efficiency. The effectiveness of using media as the level of achievement of learning objectives is a form of the successful learning process. Furthermore, efficiency is the optimal time and using minimum other resources with learning media. Thus, effective and efficient learning media will undoubtedly increase student interest and support the achievement of learning objectives because students will more easily absorb the material conveyed through the media.

Effective media use requires analysis of various aspects, including objectives, student conditions, supporting facilities, available time, and the teacher's ability to use them appropriately (Pettalongi et al., 2022; Winarto et al., 2020). During this rapid technological advancement, students spend more time using gadgets. Today's students are the generation that uses digital technology, so they are more interested in something appropriate to their era. A learning approach must adapt to students' needs and preferences (Indrayani et al., 2021). Thus, technology-based learning media will have functions that are updated, practical, exciting, and usually more familiar to students. Also, using learning media by utilizing technology will give the impression of more independent learning through more learning activities so that students better understand the knowledge (Djoa & Kusumaningtyas, 2021; Yunus & Fransisca, 2020).

Fiqh, one of the Islamic Religious Education subjects taught in Madrasahs, also requires a renewal way of teaching in the classroom to achieve good learning objectives. For students, learning fiqh is essential as an introductory lesson to halal/haram in Islamic shari'ah, the concept of worship to God, and laws/rules in aspects of human life (Wahid et al., 2021). As part of Islamic religious education, fiqh lessons are essential teachings that can help character education and student knowledge according to Islamic guidance. Based on the learning process in class, the learning media can attract students' attention but has yet to show maximum learning results. Students' enthusiasm occurs at the beginning of learning, but they need to maintain maximum learning activities in the classroom. We need to use various learning media to create a better learning process. Students' motivation and interest in learning can increase through various learning media. As mentioned before, learning media using technology is worth trying in the learning process.

Not only in Indonesia, but the use of technology by educational practitioners in teaching Islamic religion in schools is also carried out in other countries worldwide to produce maximum teaching quality, provide effects that are more attractive, practical, efficient, and under the conditions and developments of the times. In Indonesia, Islamic religious education is held in schools by providing freedom and facilities that allow educators to be creative in packaging learning using various methods, strategies, media, and platforms connected to the internet and other supporting technologies. The problem of the quality of Islamic religious education learning in Malaysia also seeks a solution using knowledge integrated with technology, internet media, and various methods (Nawi et al., 2012; Suhid et al., 2021; Kamarazaman et al., 2021).

Several studies have been carried out on the use of technology, especially media, in the learning process. The impact of using learning media on Fiqh lessons in class positively increases motivation and student learning outcomes in the course (Diana & Firdaus, 2021; Rouyani et al., 2021; Wahidah & Chotibuddin, 2022). Learning media in audiovisual form is an alternative learning media that can be packaged using various available platforms or applications, for example, Canva. Based on the research, using Canva in learning increased learning motivation and student learning outcomes (Triningsih, 2021; Hapsari & Zulherman, 2021; Rohayati et al., 2022). Of the various applications available, the Canva application can be used as a choice for teachers to develop attractive learning media. Canva is an online application for packaging learning media. With the advantages of various enticing designs, teachers can be creative, save time, and be practical. Access and operation of the Canva application are easy to understand and economical (Rahmawati & Atmojo, 2021; Christiana & Anwar, 2021; Hapsari & Zulherman, 2021). Tanjung & Faiza (2019) state that the Canva application's advantages can be accessed via a laptop or a mobile phone. Apart from its advantages, Pelangi (2020) said that Canva also has some limitations, such as relying on a stable internet network, some paid features, and a design that may be the same as others.

Learning media packaged through Canva can make media presentations or learning videos with attractive designs. Audio-visual learning media packaged through Canva mixes learning materials in media that can streamline time so that students focus on the learning objectives. This media can train students' concentration and focus on the material taught (Olagbaju & Popoola, 2020; Rahmatullah et al., 2020; Sumianto et al., 2020). In line with that, Reporting to the official website, Canva provides features or uses in education as a creative tool so that learning in visual communication is easy and fun (Pelangi, 2020). Given the learning done in class, students are more enthusiastic about learning if it varies in both the media and the methods used. Learning media packaged with Canva in the form of presentations or learning videos as an alternative media. With these considerations, the researcher was interested in conducting classroom action research using the Canva Application Learning Media in the Fiqh Learning Process at MAN 1 Pesisir Selatan.

METHOD

This study is a classroom action research aimed at increasing Fiqh subjects' activity and learning outcomes using the Canva application learning media. The subject is student class X IPK MAN 1 Pesisir Selatan subjects with as many as 21 students. The research includes two cycles,

each of which consisted of two meetings. This Classroom Action Research contains the stages of planning, implementing actions, observing, and reflecting. Research design stage consisted of (1) Planning, which contains determining success indicators of the action, drafting lesson plans, and preparing data collection instruments such as observation; (2) Implementation of Actions, namely the implementation of learning designs; (3) Observation, namely data collection with the instruments used and notes on important matters that occur in the implementation of the action; (4) Reflection, contains improvements to the implementation of the action based on the results of data analysis and evaluation of the indicators of implementation of the determined action. Deficiencies in the first cycle were used as a reference for improvement for action in the next cycle. The [Figure 1](#) shows an overview of the Classroom Action Research Stage in this study.

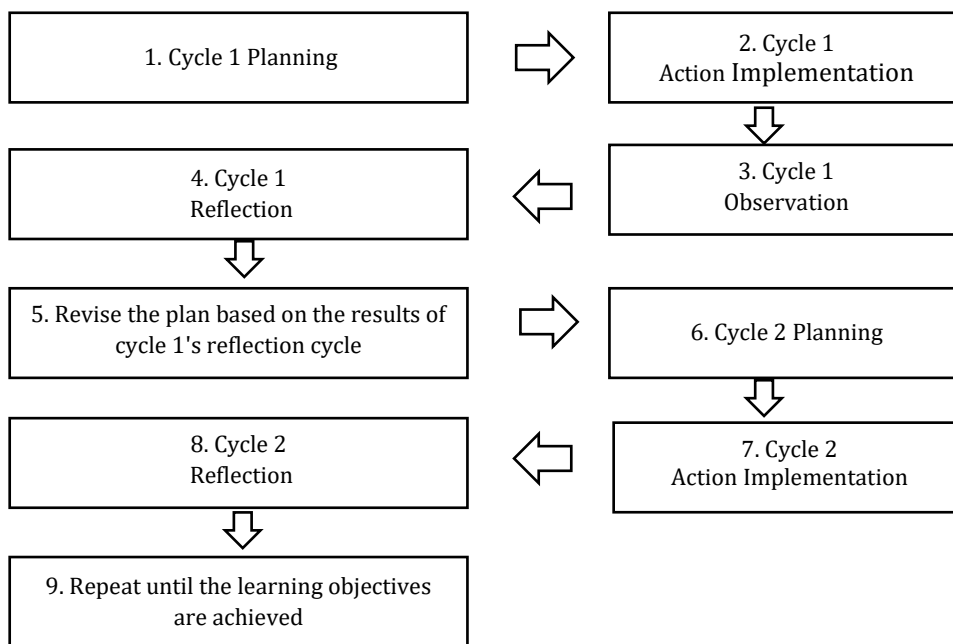


Figure 1. Classroom action research model according to Kemmis & McTaggart on Kesuma (2013)

Data collection was carried out through tests at the end of each lesson as a reference for observing learning outcomes. Observations were also to examine learning activities and the implementation of learning. The instruments used in collecting the data were test questions and observation sheets of student learning activities, according to [Table 1](#).

Table 1 Instrument grid of student learning outcomes and observation of learning activities

CAR Cycle	Instrument grid of the student test learning outcomes	Instrument grid of observation of student learning activities
Cycle 1	Five questions regarding Islamic provisions regarding zakat and wisdom	1. Student activities: ask the teacher when learning takes place
Cycle 2	Five questions about the zakat management law and its application	2. Student activities: ask other students during discussion activities
Cycle 3	15 items questions on the final test about zakat	3. Student activities: answer teacher questions during learning
		4. Student activities: answer questions from other students and submit opinions

Meanwhile, data analysis carried out on the completeness of learning outcomes and student activities.

1. Completeness analysis of student learning outcomes

$$\text{Classical Completeness} = \frac{\Sigma \text{completed students}}{\Sigma \text{Student}} \times 100\% \tag{1}$$

2. Analysis of student activity

$$\text{Classical Activity} = \frac{\Sigma \text{ identified activity indicators}}{\Sigma \text{ activity indicators}} \times 100\% \quad (2)$$

Table 2 shows the learning outcomes categories based on value ranges. The indicator for achieving the results of classroom action research was that 75% of students passed the KKM 75, and the indicator for student activity was that 75% of students had carried out the activities observed in learning.

Table 2 Categories of student learning outcomes

Value Intervals	Category
$0 \leq x < 75$	Low
$75 \leq x < 90$	Average
$90 \leq x < 100$	Excellent

RESULT

The research took place in class X IPK MAN 1 Pesisir Selatan with 21 students. Before starting the activities, the first cycle carried out pretest to recognize student learning outcomes in the initial conditions and determine achievement targets in research cycle learning. Based on the Pretest results data, 71.42% of students were in a low category or were declared not to have met the Minimum Completeness Criteria standard set, which is 75. The planning stage of the Cycle 1 included preparations for conducting research such as syllabus studies, lesson plans, observation sheets of learning activities, and evaluation questions. The implementation stage was carried out four times, with three meetings of the implementation of learning and observation, while the evaluation test was carried out at the fourth meeting. The research results in the research cycle can be described as follows. Learning completeness in Cycle 1 can be seen in Table 3. Then, learning completeness in Cycles 2 and 3 can be seen in Table 4 and Table 5.

Table 3 Completeness of student learning outcomes Cycle 1

No	Value Intervals	Total students	Percentage (%)	Category	Percentage (%)	Category
1	$0 \leq x < 75$	12	57.14	Low	57.14	Not completed
2	$75 \leq x < 90$	8	38.08	Average	42.85	Complete
3	$90 \leq x < 100$	1	4.76	Excellent	0.00	

Table 4 Completeness of student learning outcomes Cycle 2

No	Value Intervals	Total students	Percentage (%)	Category	Percentage (%)	Category
1	$0 \leq x < 75$	9	42.85	Low	42.85	Not completed
2	$75 \leq x < 90$	11	52.38	Average	57.14	Complete
3	$90 \leq x < 100$	1	4.76	Excellent	0.00	

Table 5 Completeness of student learning outcomes Cycle 3

No	Value Intervals	Total students	Percentage (%)	Category	Percentage (%)	Category
1	$0 \leq x < 75$	4	19.04	Low	19.04	Not completed
2	$75 \leq x < 90$	14	66.67	Average	80.95	Complete
3	$90 \leq x < 100$	3	14.28	Excellent		

Student learning outcomes at each meeting in the learning process during Cycles 1 and 2 show progress, as illustrated in Figure 2. Furthermore, observation of student learning activities includes observing student activities, asking and answering questions during Fiqh learning when discussing or interacting with friends and teachers in Cycle 1, Cycle 2, and Cycle 3, which is illustrated in Figure 3.

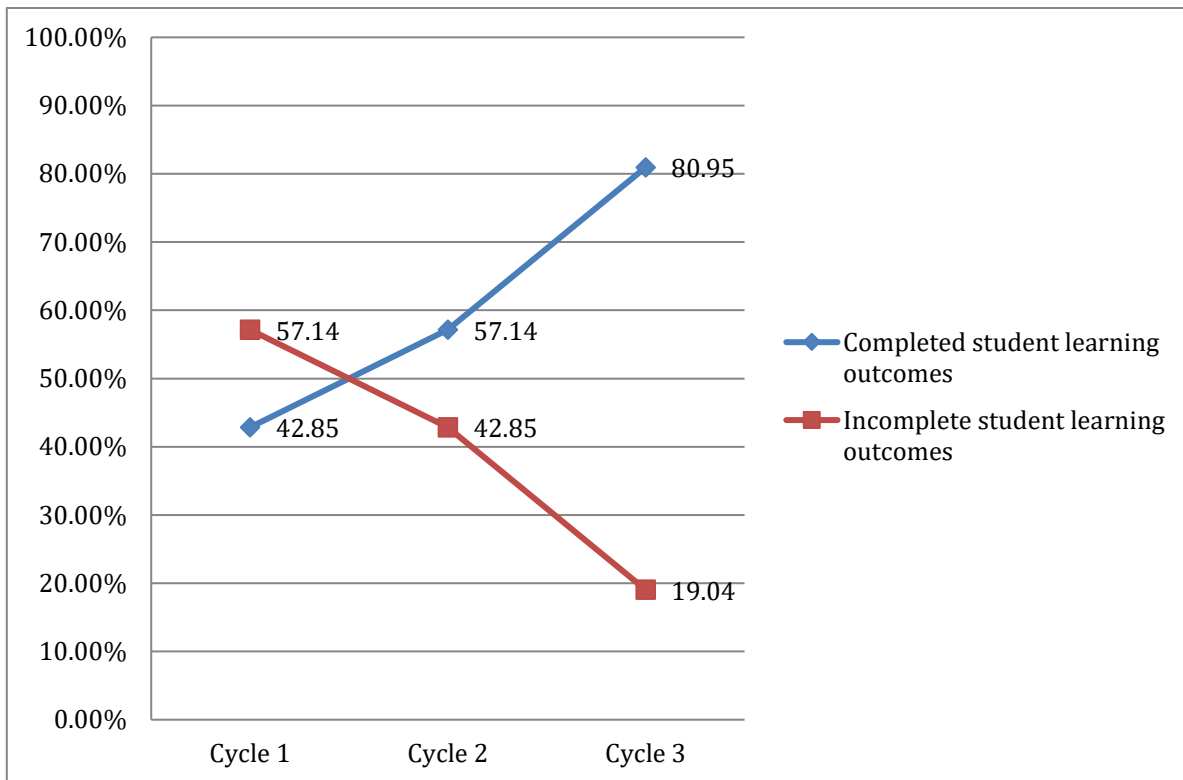


Figure 2. Percentage progress of students' learning outcomes

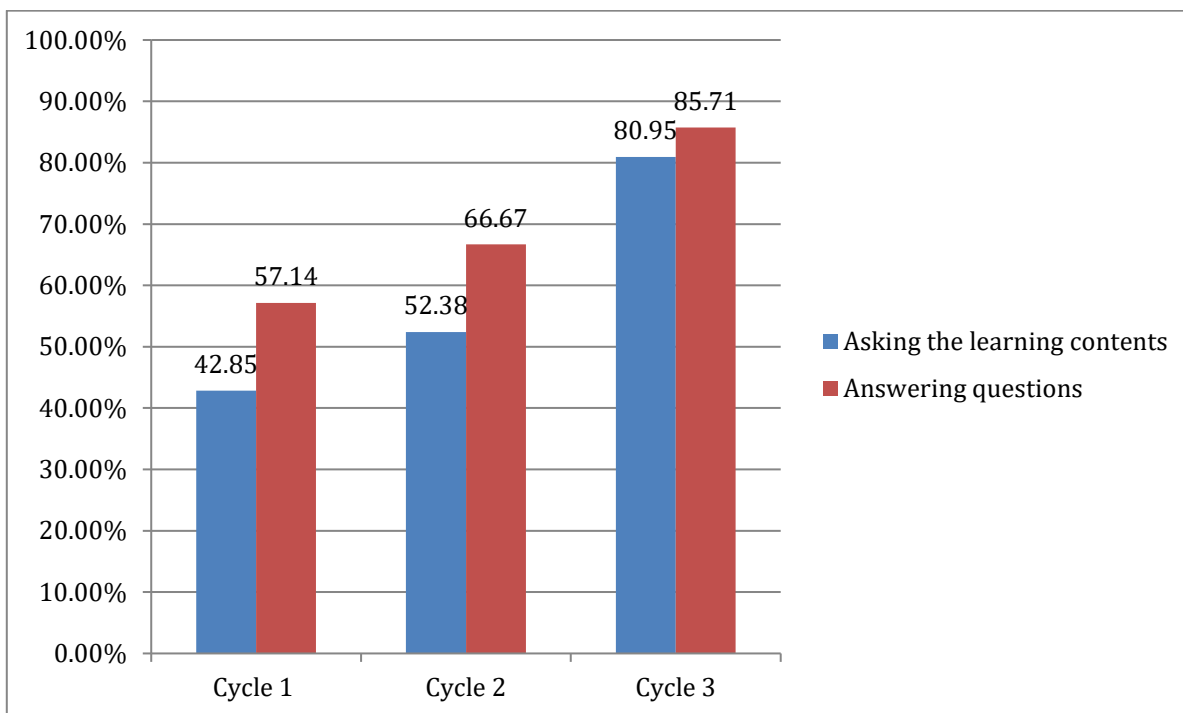


Figure 3. Percentage of student learning activities

DISCUSSION

Based on the data presented, the results of this research indicate that using the Canva application learning media in the learning process of Fiqh at MAN 1 Pesisir Selatan has a positive impact on student learning outcomes and learning activities. Based on charts of student learning activities, there is a tendency to increase learning activities in line with learning outcomes that show a positive influence due to an increased understanding of the ongoing lessons. A good

understanding of the material was obtained through meaningful and effective learning processes, such as some practical learning activities, namely asking and answering questions. Learning effectiveness occurs when students comment on lessons in the form of asking questions about things they have yet to understand and answering existing questions. The learning activities are intended to show the usefulness of learning media in providing an efficient learning experience for the learning process, as depicted by students' learning outcomes.

The learning process can be observed by asking and answering questions posed by students (Ambarita, 2017; Astuti, 2015; Mandasari, 2021). Asking activities can show a mindset in obtaining additional information about things that are observed or not understood to encourage students' thinking skills (Astuti, 2015; Royani & Muslim, 2014). Asking is assumed as a stimulus-response in the form of curiosity in exploring and processing information. Based on the questions asked, students can assemble information and provide responses in the form of relevant answers. Answering questions is a form of conveying opinions on the results of processing information through thought processes by students. So, by asking and answering questions, the communication process will be aligned with learning activities to improve student learning outcomes. Angraini & Pramika (2022) states that asking questions activates dialogue as an interaction in class which can help students evaluate descriptions, curiosity, and learning attention to improve the quality of learning. Cycle 1 has a learning design through the scientific method using media created with the Canva application and displayed during the learning in PPT media. At the end of the lesson, in the evaluation of the learning outcomes, as presented in Table 2, 42.87% completeness achieved, and the most significant percentage of learning outcomes was still in the low category. The learning activity observed by asking and answering questions is low. Based on Cycle 1, the learning tendency was rather interesting, but it was still unable to maintain a stable condition of students in learning. Some students still seemed reluctant to ask and answer questions, especially some materials that used verses or hadith recitations.

The design of Cycle 2 examines the reflections of Cycle 1 by revising several sections that would succeed in overcoming the problems of the previous cycle. Learning in this cycle was carried out using the same method. However, the learning media from the Canva application was in the form of presentations equipped with supporting audio, such as audio readings of verses or hadiths. This media design provides variations in the combination of text, images, and audio displayed, containing practical reading guides in an effective manner through audio-visual presentations (Christiana & Anwar, 2021; Pelangi, 2020; Sitinjak, 2022). Audio-visual technology can improve the quality of learning by providing a better learning experience by presenting concepts that are easier to understand in words supplemented by animation, images, and sound (Hapsari & Zulherman, 2021). Student learning outcomes in Cycle 2 succeeded in increasing the activity of asking and answering questions to students about the material and verses/hadith. That shows that learning activities improved as they impacted students' learning outcomes. As seen in Table 3, the completeness of the students increased to 57.14%, and the category of low learning outcomes was lower than that of the previous learning.

The better the quality of learning, the more positive the impact of using media in learning. Among the things reflected and revised in Cycle 2 were the needs to improve the effectiveness and efficiency of using media. The media usage in learning activities spurs students to ask and answer questions raised during the exploration and gathering of information, but it takes more time than expected. There is a record of the importance of the efficient media usage in learning. Efficiency refers to the time and minimum use of other resources for learning media. Efficiency in cost and time is a keynote for teachers in carrying out learning.

The good news is that Canva offers convenience in packaging learning media. It can be accessed using a cellphone or laptop, provides diverse attractive designs, and can be exported as media presentations or learning videos. With the appealing design, the media can turn into a video with the addition of audio and other supporting explanatory videos. The video media design of the Canva application includes images, moving animation, and attention-grabbing audio that makes students pay attention second by second and do not want to miss it. In addition, the results of learning media, which is in video form, can be shared to students via links or directly through communication media familiar to students, namely mobile phones. Furthermore, the use of

gadgets can motivate learning enthusiasm to improve student learning outcomes (Rachman et al., 2021; Rahmawati & Atmojo, 2021).

Sharing learning videos with students is one of the solutions to solving problems regarding the efficiency of using media to convey information that makes it easier for students to learn. Information is usually obtained in class but can be accessed via mobile phones anywhere and anytime. Learning using audio-visual media such as learning videos, in addition to facilitating the presentation of material and increasing learning motivation, can also overcome the limitations of space and time (Olagbaju & Popoola, 2020; Rahmatullah et al., 2020; Susilana & Riyana, 2011). Using media in the form of videos can attract attention and stimulate students' curiosity. As an audio-visual medium, it can make it easier for students to understand and remember the lessons learned through an attractive display (Diansari et al., 2017; Nugraha & Widiana, 2021). Apart from saving time, learning videos can be played repeatedly (Riayah & Fakhriyana, 2021). Through effortless access to learning materials, it repeatedly assists teachers in delivering flexible student learning resources anywhere and anytime. Repetition of video shows by students provides a better understanding of information and becomes long-term memory.

By implementing this, the learning outcomes obtained by students in Cycle 3 as a form of the final evaluation of learning are even better. As shown in Table 5, the complete learning outcomes reached 80.95%, and the low-category learning outcomes decreased to 19.04%. Student learning outcomes at each meeting in the learning process during Cycles 1 and 2 show progress, as illustrated in Figure 2. The overall picture of student learning outcomes in the learning process during Cycle 1 to Cycle 2 indicates a good improvement, as illustrated in Figure 2, where the graph shows an increasing percentage of students who complete the outcomes and a decrease in that of students who do not complete it. Student learning activities also show a good increase, as listed in the chart in Figure 3. The implementation of more visible, meaningful learning activities in the learning process makes the learning more effective. And then, if possible, learning should not be burdensome to students, even better to use media that can make them happy.

The use of learning media that is improving through analysis and tracing of problems found in learning helps the effectiveness of learning to be better. The selection of learning media with adjustments to the conditions it encounters and which works in various ways gives the impression that learning media is varied. Using the learning media from Canva application in the learning process, the resulting atmosphere is not monotonous or boring; but fun, with a variety of views that can be adapted to circumstances so that learning objectives are achieved properly (Hapsari & Zulherman, 2021; Anggraeny et al., 2021).

The data presentation and description above explains that the Canva application learning media can increase student's learning outcomes and learning activities carried out by these students. Effective and efficient learning media must consider the objectives, conditions of students' support facilities, time, and the teacher's ability to use them. Variations in the use of media and the familiarity and ease of students accessing/understanding the material presented are factors in achieving the goals of using media learning.

Despite all the comfort that Canva offers as a packaging for learning media, there are several areas left for improvement in Canva, which should become a concern for educators who will use it. One of them is that it requires a stable internet connection. However, by downloading free or paid templates, the learning media designs contained in the Canva application can still work, at least in the form of PowerPoint media. Even though it has drawbacks, considering that the application also owns considerable advantages as a learning packaging application, Canva is worth trying.

CONCLUSION

Using the Canva application learning media in Fiqh learning in class X IPK at MAN 1 Pesisir Selatan resulted in good results for complete learning outcomes, namely 80.95%, and the low category of learning outcomes dropped to 19.04%. The learning activity observed through asking and answering questions increased the learning outcomes. The use of various learning media and taking into account the effectiveness and efficiency of use had a good influence on achieving the goals and functions of the media in processing information in learning. This classroom action

research was limited to Cycle 3. Some problems and obstacles that arose during the reflection stage at the end of Cycle 3 can be beneficial for further research studies in the future. This research is expected to be useful for educators or researchers in developing creative learning by collaborating on sharing media technology with methods or strategies to achieve educational goals with a better learning process.

Author contributions

The author made significant contributions to the study's conception and design. The author was in charge of data analysis, interpretation, and discussion of results. The final manuscript was read and approved by the author.

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Conflict of interest

The author declare that there is no potential conflict of interest.

Data availability statement

All data are available from the author.

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