THE EFFECT OF CANVA AS A LEARNING MEDIUM ON STUDENTS' LEARNING OUTCOMES IN ISLAMIC EDUCATION AT THE ELEMENTARY SCHOOL LEVEL: AN EXPERIMENTAL STUDY OF GRADE V STUDENTS AT UPTD SDN 10 PEUSANGAN

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Abstract
This study examines the effectiveness of Canva media in Islamic Education (PAI) learning for Grade V students at UPTD SDN 10 Peusangan. Using a quasi-experimental pretest–posttest control group design, two classes (n = 28) were analyzed through achievement tests. Data were processed with descriptive statistics, normality and homogeneity tests, and the Independent Samples t-Test. Results show that the experimental class's mean score improved from 54.64 to 91.43, a gain of 36.79 points, with reduced variance (SD = 7.187). The t-test yielded t = 6.939, Sig. = 0.000 (< 0.05), confirming a significant difference between experimental and control groups. The mean difference of 25.357 indicates a strong positive impact of Canva media on learning outcomes. These findings demonstrate that Canva is an effective digital tool for enhancing achievement and engagement in elementary PAI learning.

Keywords: Canva, digital learning media, Islamic Religious Education, learning outcomes, elementary PAI, quasi-experimental study

INTRODUCTION

Islamic Religious Education (PAI) at the elementary school level plays an important role in developing students' knowledge, attitudes, and behavior based on Islamic values. PAI learning is not limited to mastering religious concepts; it is also expected to help students understand, internalize, and apply these values in everyday life. Therefore, the learning process must be designed to fit students' developmental characteristics and encourage active participation. To prevent moral decline, character education must instill moral values aligned with daily life. Character building is important in the teaching and learning process to create a quality millennial generation.[1] To address the challenges of moral decline, character education should systematically instill

[1] Rahmatullah, dkk, Media Pembelajaran Audio Visual Berbasis Aplikasi Canva, *Jurnal Pendidikan Ekonomi Undiksha,* Vol. 12, No. 2, 2020, hlm. 318, DOI: https://doi.org/10.23887/jjpe.v12i2.30179

moral values that are relevant to students' daily experiences and reinforce the integration of religious knowledge with ethical conduct.[2]

The development of digital technology gives teachers opportunities to diversify learning media and create more engaging learning experiences. Digital learning media can combine verbal information with visual representations, giving students multiple ways to receive and process information. In this context, Canva is a digital design platform that can be used to develop learning materials such as presentations, infographics, illustrations, and other visual resources. Its visual and multimedia features can help teachers present PAI materials in a more structured and engaging way. However, using technology in learning does not automatically guarantee improved learning outcomes. Its effectiveness depends on how well the media's characteristics align with learning objectives, instructional strategies, and students' learning needs.

Law Number 20 of 2003 concerning the National Education System regulates PAI-BP learning and makes it a compulsory subject in the national education system. Religious education must be taught in the elementary and secondary school curricula, in accordance with Article 37 paragraph (1) of the law. This means that all Indonesian students are required to receive religious education according to their beliefs, including Islamic Religious Education (PAI) for Muslim students. In addition, Article 12 paragraph (1a) of Law Number 20 of 2003 emphasizes that students have the right to receive religious education according to their beliefs and from teachers of the same religion. This shows that, in addition to receiving religious education, students must understand and apply it as part of the national curriculum[3].

Islamic Religious Education is a conscious, planned effort to prepare students to recognize, understand, appreciate, and ultimately believe in the teachings of Islam, accompanied by guidance to respect followers of other religions in the context of interfaith harmony, so unity and national integration can be realized. Islamic Religious Education is a deliberate effort by educators to prepare students to believe in, understand, and practice Islamic teachings through guidance, instruction, or training activities designed to achieve established goals.[4]

The development of technology has become a driving force behind social change, both at the societal and individual levels. Technological advancements have transformed various aspects of human life, including education, by creating new opportunities for knowledge acquisition, communication, and instructional innovation.[5] The rapid development of information and communication technology (ICT) has encouraged educators to adopt innovative teaching and learning strategies that promote accessibility, flexibility, and student engagement.[6] In the digital era, technology integration is essential for designing, analyzing, evaluating, developing, and

[2] Fatimah Uri and Nasrun Harahap, "Strengthening Character Education (Adab) Through Islamic Religious Education (PAI) in Islamic Elementary Schools," *Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* 13, no. 1 (2025). https://journal.trunojoyo.ac.id/widyagogik/article/view/30255

[3] Masnu'ah, S., Khodijah, N., & Suryana, E. Analisis Kebijakan Pendidikan Islam dalam Undang-Undang No. 20 Tahun 2003 (SISDIKNAS). *Modeling: Jurnal Program Studi PGMI* , 2022, 9, 1, hlm. 115-130, DOI: https://doi.org/10.69896/modeling.v9i1.1131

[4] Muhaimin, *Peradigma Pendidikan Islam: Upaya Mengefektifkan PAI di Sekolah*, (Bandung: Remaja Rosdakarya, 2002), hlm.183

[5] María del Carmen Anacona Sterling and Oscar Boude, "Determinants of ICT Integration in University Teaching Practices: A Systematic Review," *Frontiers in Education* 11 (2026). https://doi.org/10.3389/feduc.2026.1800315

[6] Msafiri Mgambi Msambwa, Daniel Kangwa, and Lianyu Cai, "A Systematic Literature Review of ICT Integration in Secondary Education: What Works, What Does Not, and What Next?" *Discover Education 2* (2023), article 44. https://doi.org/10.1007/s44217-023-00070-x

implementing effective instructional materials that align with learning objectives.[7] Furthermore, technology-supported learning can enhance students' motivation and engagement when digital tools are integrated with appropriate pedagogical approaches.[8] Effective learning, therefore, requires the purposeful integration of technology to facilitate the development of students' knowledge, skills, and attitudes while encouraging active participation in the teaching and learning process. Effective learning enables students to acquire certain skills, knowledge, and attitudes, so that they can be motivated in the teaching process[9].

Efendi and Chaniago show that using the Canva application in Islamic Religious Education (PAI) can support the learning process by facilitating the delivery of instructional materials and learning activities that incorporate creativity and digital technology. This medium gives students opportunities to participate actively and deepen their understanding through design-based activities. These findings indicate that Canva can serve as a digital learning medium that enriches Islamic Religious Education by making the learning experience more interactive and contextualized.[10]

PAI (Islamic Religious Education) materials are important because they instill the value of religious moderation. According to this view, learners must be equipped with the ability to understand diversity, develop tolerant attitudes, and avoid extremism, so that religious education becomes a solution to social challenges rather than a trigger for conflict[11]. Husni Rahim expressed a similar view, emphasizing that PAI materials must adapt to technological developments and global culture. Relevant materials in the digital era should provide students with an understanding of media ethics, healthy use of technology, and moral values in digital interactions[12].

PAI materials in the Indonesian National Curriculum include: the *Qur'an-Hadith, Aqidah* (creed), *Akhlak* (morals), *Fiqh* (Islamic jurisprudence), and the History of Islamic Civilization (SKI). These five components were selected because they represent the three main aspects of Islamic teachings: *iman* (faith), *Islam* (practice), and *ihsan* (excellence) [13]. This structure shows that PAI is not merely ritual education, but a value-based education that shapes character and the culture of Islamic life.[14] In the context of national educational transformation and the moral challenges facing younger generations, the Islamic Religious Education (PAI) curriculum is

[7] Msafiri Mgambi Msambwa, Daniel Kangwa, and Lianyu Cai, "Integration of Information and Communication Technology in Secondary Education for Better Learning: A Systematic Literature Review," *Social Sciences & Humanities Open* 10 (2024), article 101203. https://doi.org/10.1016/j.ssaho.2024.101203

[8] Jhon Alé and María Luisa Arancibia, "Emerging Technology-Based Motivational Strategies: A Systematic Review with Meta-Analysis," *Education Sciences* 15, no. 2 (2025): 197. https://doi.org/10.3390/educsci15020197

[9] Tri Wulandari, dkk, Efektivitas Penggunaan Aplikasi CANVA Sebagai Media Pembelajaran IPA MI/SD, *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)* Vol. 2, No. 1, 2022. hlm 102–118, DOI: https://doi.org/10.32665/jurmia.v2i1.245

[10] Efendi, Y., & Chaniago, F. (2026). Use of the Canva Application in Islamic Religious Education Learning for Grade XI Students of State Vocational School in Indonesia. *POTENSIA: Jurnal Kependidikan Islam,* 12(1) 2026, hlm 61–71. DOI: 10.24014/potensia.v12i1.39283

[11] Azyumardi Azra. *Moderasi beragama dalam pendidikan Islam*. (Jakarta: Kencana, 2022)

[12] Husni Rahmi. *Pendidikan agama Islam di era digital*. (Jakarta: Raja Grafindo Persada, 2021)

[13] Haidar Putra Daulay. *Pendidikan Islam dalam perspektif modern*. (Jakarta: Prenada Media, 2019)

[14] Muhammad Syauqi Mubarak and Muhammad Ridwan Fauzi, "Islamic Religious Education in the National Education System: Opportunities and Challenges for Character Building," *Atthulab: Islamic Religion Teaching and Learning* Journal 9, no. 2 (2024): 258–269,https://doi.org/10.15575/ath.v9i2.33377

expected not only to impart religious knowledge but also to foster the internalization of character values that are relevant to real-life contexts.[15]

Learning, on the other hand, is an action that enables individuals or groups to acquire knowledge and skills. Learning is an active communication process between teachers and students aimed at acquiring knowledge, skills, and positive traits, as well as developing what has been learned. Islamic Religious Education (PAI) involves teaching, guiding, and developing students so that, after completing their education, they can understand, internalize, and practice the teachings of Islam, making them a personal and social guideline for living in society.[16]

Based on observations in November 2024 at UPTD SD Negeri 10 Peusangan among fifth-grade students, teachers were found to be less able to use technology. In learning activities, teachers still struggled to explain the material effectively. Teachers' learning approaches were also not yet digital-based. The media teachers used in teaching were sometimes not suitable for students. This mismatch in learning media can confuse students or make it difficult for them to grasp the material presented. Inappropriate media can also slow down learning activities. This makes it difficult for students to understand the material, and they become less active in learning, causing their scores to fall below the Minimum Mastery Criteria (KKM). Based on the data analysis results, 5 students (41.6%) had not yet met the KKM. This problem will certainly affect students' cognitive development, which does not develop optimally, especially in PAI learning. UPTD SDN 10 Peusangan has set the Minimum Mastery Criteria (KKM) for the PAI subject as a basis for assessing student competency achievement at 75. This indicates that the assessment is based on predetermined competency achievement standards. Students are declared complete if their learning outcomes reach the Minimum Mastery Criteria (KKM).

Based on this conclusion, students' ability to understand the material of the Qur'an and Sunnah as a Guide to Life remains very low because only 7 students (50%) out of 14 have reached the minimum competency criteria (KKM). This affects students' ability to learn Islamic Education (PAI) subjects and their final grades. Students' difficulty understanding the material is caused by teachers' lack of variety in learning media, which could be developed during the learning process.

One solution is for teachers to use appropriate digital-based media. This is because the success of learning activities depends on teachers providing facilities that make it easier for students to learn[17]. Digital-based media will positively impact learning activities. Good learning media can help teachers explain learning materials more easily. Using appropriate media can help students absorb learning material more easily. In addition, learning media can also make learning activities more enjoyable.

The use of media in learning or seeking knowledge is in line with the Word of Allah SWT in Q.S. An-Nahl verse 78, which reads:

وَٱللَّهُ أَخۡرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمۡ لَا تَعۡلَمُونَ شَيۡـٔٗا وَجَعَلَ لَكُمُ ٱلسَّمۡعَ وَٱلۡأَبۡصَٰرَ وَٱلۡأَفۡـِٔدَةَ لَعَلَّكُمۡ تَشۡكُرُونَ

"And Allah has brought you out of the wombs of your mothers while you did not know anything, and He gave you hearing, sight, and hearts so that you may be grateful."

[15] Alhamuddin and Ikin Asikin, "The Role of the Islamic Religious Education Curriculum in Character Development: A Study of Challenges and Educational Impact in Indonesia," *TARLIM: Jurnal Pendidikan Agama Islam* 8, no. 2 (2025): 159–170, DOI: 10.32528/tarlim.v8i2.3325

[16] Hanum, (2017), *Filsafat pendidikan Islam*, Medan: Rayyan Press, hlm. 4-7

[17] Maenuddin Bustanil S, dkk (2019). Pengembangan Media Pembelajaran Interaktif Berbasis Video Tutorial di Sekolah Menengah Kejuruan. *Jurnal Teknologi Pendidikan*, 21(2), hlm. 119–13, DOI: https://doi.org/10.21009/jtp.v21i2.11568

This verse refers to the primary tools for acquiring knowledge. The main tools for material objects are the eyes and ears, while for immaterial objects they are the العقل (intellect) and the heart. From this explanation, it is clear that to acquire knowledge, one must optimize Allah's gifts of sight, hearing, and conscience. This verse identifies two types of learning media: visual and audio.

Canva learning media is one of many interesting learning media options with various kinds of illustrations. Canva is an editing application used to create learning media. Canva is an online design application that provides various templates or design tools to be utilized in creating learning media[18]. Learning media is anything that conveys or channels messages from a source in a planned manner, creating a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. The Canva application is an online design program where various graphic designs such as presentations, graphics, posters, banners, invitation cards, photo editing, Instagram covers, and Facebook covers are available[19]. Using Canva learning media can save time and make it easier for educators to design learning media and explain learning materials. Canva media can also make it easier for students to understand the learning material because this media can display text, images, graphics, animations, audio, video, and so on according to the desired appearance, so that students can focus on paying attention to the lesson[20].

Canva is a graphic design application designed to help everyone create creative designs, whether as posters, flyers, or social media graphics. Recently, this application has attracted many people because it is easy to use. Canva also offers a range of features and templates. This application can be used by teachers or instructors as a medium for delivering material. This adds visual appeal to the learning process and makes it less monotonous[21].

Canva is an online design program that provides various tools, such as presentations, resumes, posters, pamphlets, brochures, banners, bulletins, and others. Canva offers creative, educational, business, advertising, technology, and more. The use of Canva media can enhance teachers' creativity in creating learning media and make it easier to deliver learning materials[22]. In addition, Canva media can also help students better understand the material presented by the teacher, whether in the form of text or video. Thus, students will be more interested and motivated to participate in the classroom learning process.

The advantages of the Canva application are: 1) through this website, users can create various types of media such as certificates, video templates, infographics, posters, presentation slides, and other media. 2) This website or application provides several free and accessible templates, allowing users to directly use them as the basis for the media design they want to create, making it more efficient since users may only need to adjust colors, images, text, or sizes as desired. 3) This website or application can be accessed anytime and anywhere, without the need

[18] Miasari, R,dkk (2022). Teknologi Pendidikan sebagai Jembatan Reformasi Pembelajaran di Indonesia Lebih Maju. *Jurnal Manajemen Pendidikan Al-Hadi*, 2(1), hlm. 53–61. https://doi.org/https://ojs.uniska-bjm.ac.id/index.php/JMPD/article/view/6390

[19] Mulianti, M., Asisah, A., & Najamuddin, F. 2021. Webinar Pelatihan Media Pembelajaran di masa pandemi covid-19., *Journal Lepa-Lepa Open: Jurnal Pengabdian Masyarakat*, 2021, 1, 2), hlm. 307–311. https://ojs.unm.ac.id/JLLO/article/view/18292

[20] Rahmatullah, Inanna, dan Andi Tenri Ampa, Media Pembelajaran Audio Visual Berbasis Aplikasi Canva, *Jurnal Pendidikan Ekonomi Undiksha,* Vol. 12 no. 2 (2020): hlm. 319-320, https://doi.org/10.23887/jjpe.v12i2.30179

[21] Andri Kurniawan, dkk, *Aplikasi Pembelajaran Digital*, (Padang: PT Global Eksekutif Teknologi, 2022), hlm. 88.

[22] Rahma E Tanjung dan Delsina Faiza, Canva Sebagai Pembelajaran Mata Pelajaran Dasar Listrik Dan Elektronik, *Voteknika: Jurnal Vokasional Teknik Elektronika Dan Informatika* 7, no. 2 (2019), hlm. 80. http://ejournal.unp.ac.id/index.php/voteknika/index

for a laptop or computer, and it is easy to use for various groups[23]. Therefore, the researcher intends to complete a work entitled "The Use of Canva Media in Islamic Education Learning in Grade V at UPTD SDN 10 Peusangan."

RESEARCH METHODS

The research on "The Use of Canva Media in PAI Learning at UPTD SDN 10 Peusangan" uses a quantitative approach, where the data are numerical and analyzed using statistics. This research is experimental because it aims to show that learning media based on the Canva application can influence students' learning achievement in Islamic religious education at UPTD SDN 10 Peusangan. Experimental research aims to prove the effect of a treatment on its consequences.[24]

This study used a true experimental design, which allows the researcher to control external variables that may affect the study. The main characteristic of a true experimental design is that the samples for both the experimental and control groups are randomly selected from a population. Thus, a true experimental design is a research design because it includes a control group and randomly selected research samples. There are two forms of true experimental design: Posttest-Only Control Design and Pretest-Posttest Control Design.

According to Sugiyono, population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions[25]. The population in this study is all fifth-grade students of UPTD SD Negeri 10 Peusangan, Bireuen Regency, totaling 28 students, consisting of 15 boys and 13 girls. This study is a population study because all members are used as samples. A sample is a portion of the population's number and characteristics. If the population is large and the researcher is unable to study everything in the population, for example due to limitations of funds, manpower, and time, then the researcher can use a sample, and the conclusions drawn can be applied to the population[26]. Therefore, the sample taken from the population in this study amounts to 28 students. Thus, this study uses a population study, or saturated sampling, because the subject population is fewer than 100 students. Therefore, the sample consists of 14 experimental class students and 14 control class students.

Research instruments are tools used by researchers to collect data relevant to the research objectives. In experimental research on the effectiveness of using Canva media in Islamic Education (PAI) learning, the instruments are designed to measure changes in learning outcomes, student responses, and the learning process during media use.

Data collection techniques are procedures researchers use to collect the data needed to solve research problems.

The analysis in this study is divided into two stages: the initial sample-matching stage and the final data-analysis stage to test the research hypothesis. A difference test is used to determine whether groups differ. In this study, the difference in question refers to the difference in average test scores (learning outcomes) between the experimental and control groups. These quantitative

[23] Rahmatullah, Inanna, dan Andi Tenri Ampa, Media Pembelajaran Audio Visual Berbasis Aplikasi Canva, *Jurnal Pendidikan Ekonomi Undiksha,* Vol. 12 no. 2 (2020): hlm. 319-320, https://doi.org/10.23887/jjpe.v12i2.30179

[24] M. Farhan Arib, Meiliza Suci Rahayu , Rusdy A Sidorj , M Win Afgani, Experimental Research Dalam Penelitian Pendidikan, *INNOVATIVE: Journal Of Social Science Research*, Volume 4 Nomor 1 Tahun 2024 Page 5497-5511, Website: https://j-innovative.org/index.php/Innovative

[25] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: ALFABETA, 2017), hlm. 80.

[26] Sugiyono, *Metode*...hlm.81

data were analyzed using the t-test. The t-test is a statistical technique used to test the significance of the difference between two means derived from two distributions.

Decisions in this research are based on the significance value. If the significance value is less than 0.05 then H0 is accepted and Ha is rejected. In addition, the t-test criteria are that if tcount > ttable, then H0 is rejected and Ha is accepted. Whereas if tcount < ttable, then H0 is accepted and Ha is rejected. However, if the data are not normally distributed, a non-parametric statistical test can be used, namely the Mann-Whitney U Test or the Wilcoxon signed-rank test. Both can be calculated using SPSS version 22.00.

RESEARCH RESULTS AND DISCUSSION

1. The effectiveness of the implementation of Canva media in Islamic Religious Education (PAI) learning at UPTD SDN 10 Peusangan.

This study aimed to determine the effectiveness of implementing Canva media in Islamic Religious Education (PAI) learning at UPTD SDN 10 Peusangan. The study was motivated by the need for innovative learning media that could improve the quality of the learning process and student learning outcomes, particularly in PAI subjects. Before the intervention, learning relied on conventional methods, such as lectures and assignments, which could limit student participation and motivation and make it difficult for students to understand learning materials comprehensively. Therefore, integrating digital media, such as Canva, was expected to create a more engaging, interactive, and meaningful learning environment.

Implementing Canva media in PAI learning represented a technology-based instructional innovation intended to improve both the learning process and student learning outcomes. Canva was utilized to present learning materials in a visual, systematic, and attractive manner. Through presentations with illustrations, images, infographics, and organized layouts, the learning process was expected to become less teacher-centered and offer greater opportunities for active student participation. Thus, Canva functioned not merely as a visual aid but also as a supporting medium that facilitated the delivery and understanding of PAI learning materials. The initial assessment results indicated that students in the experimental and control classes had relatively comparable levels of prior knowledge. The experimental class obtained a mean pretest score of 55, whereas the control class obtained a mean score of 49.64. The small difference between the two mean scores indicates that the two groups had similar initial levels of understanding before the learning intervention. The comparability of the two groups' initial abilities was important because it provided a basis for examining differences in learning outcomes after the intervention.

After the learning intervention, both classes took a posttest to measure changes in student learning outcomes. The experimental class, which received PAI instruction using Canva media, obtained a mean posttest score of 91. Compared with the mean pretest score of 55, the experimental class increased by 36 points. This substantial increase indicates considerable improvement in students' learning outcomes after implementing Canva media. Furthermore, posttest scores in the experimental class ranged from 80 to 100, indicating that students generally achieved a high level of mastery of the learning material and that most students met the established minimum mastery criterion (KKM).

The improvement in learning outcomes may be related to Canva's characteristics as a digital learning medium. Canva enables teachers to design learning materials using visual elements, including illustrations, images, colors, infographics, and structured layouts. These visual representations can help students understand PAI materials by presenting abstract or conceptual

content in a more concrete, contextual form. For example, materials related to morality, worship, and exemplary behavior can be presented through relevant illustrations and visual explanations. Consequently, students are not only exposed to verbal explanations from the teacher but also receive visual stimuli that can support their comprehension, attention, and engagement during the learning process.

Meanwhile, the control class, which received instruction through conventional learning methods, also showed improved learning outcomes. The control class's mean pretest score increased from 49.64 to 66.07 on the posttest, an increase of 16.43 points. This finding indicates that conventional instruction still improved students' understanding of the learning materials. However, the control class showed a smaller improvement than the experimental class. The difference in mean score gains between the two classes indicates that students who learned using Canva media achieved better learning outcomes than those who learned through conventional instruction.

Canva media also influenced changes in classroom learning activities. During the learning process, presenting materials through visually appealing, systematically organized Canva designs encouraged greater student attention and participation. Teachers could present learning materials more creatively, while students responded more readily to the material. Visual content also created opportunities for interaction, questions, and discussion between teachers and students. These findings suggest that Canva can help teachers develop more varied instructional strategies and create a learning environment that encourages active student involvement. Based on the descriptive analysis of the pretest and posttest results, the experimental class showed a greater increase in learning outcomes than the control class. The mean score in the experimental class increased by 36 points, from 55 to 91, whereas the control class increased by 16.43 points, from 49.64 to 66.07. These findings indicate that implementing Canva media was associated with a substantial improvement in students' PAI learning outcomes at UPTD SDN 10 Peusangan. In addition to the improved mean scores, the experimental class achieved high posttest scores, ranging from 80 to 100.

Therefore, the research objective of examining the effectiveness of Canva media in PAI learning at UPTD SDN 10 Peusangan was achieved through a descriptive comparison of learning outcomes between the experimental and control classes. The findings indicate that Canva media improved student learning outcomes more than conventional instruction in this study. Accordingly, Canva can be considered as one of the digital learning media alternatives for PAI instruction at the elementary school level. Its implementation can be further adapted to the characteristics of the learning materials, students' developmental levels, and instructional objectives to support more engaging, contextual, and meaningful learning.

2. The effect of the use of Canva media on student learning outcomes in PAI learning at UPTD SDN 10 Peusangan.

Descriptive analysis was conducted to provide a general overview of the research data before hypothesis testing. This analysis aimed to determine the data distribution, mean, median, mode, standard deviation, maximum and minimum values, and the trend of improvement in student learning outcomes.

Tabel 1
Descriptive Statistics

Program	N	Minimum	Maximum	Mean	Std. Deviation

Pretest Experiment	14	30	65	54,64	11,679
Posttest Experiment	14	80	100	91,43	7,187
Pretest Control	14	30	65	49,64	11,001
Postest Control	14	40	85	66,07	11,632
Valid N (listwise)	14				

Based on the data, the experimental and control groups exhibited relatively balanced initial capabilities (pretest), with mean scores of 54.64 and 49.64, respectively. After the treatment, both groups improved significantly. The experimental group showed a larger increase, reaching a posttest mean of 91.43 (range: 80–100), while the control group's mean rose to 66.07 (range: 40–85). Normality testing was conducted using the Shapiro-Wilk method via SPSS version 22 for Windows on a sample of 14 students. The distribution is normal if the significance value (p-value) is greater than 0.05 (Sig. > 0.05); conversely, if the significance value is less than 0.05, the data are not normally distributed.

Tabel 2
Normality Test

Group		Shapiro-Wilk		
		Statistic	Df	Sig.
Eksperimen	Pretest	0,821	14	0,009
	Posttest	0,895	14	0,096
Kontrol	Pretest	0,958	14	0,692
	Posttest	0,943	14	0,461

Based on the Shapiro-Wilk normality test, the posttest data in the experimental class (Sig. = 0.096) and the control class (Sig. = 0.461) are normally distributed because the significance values are greater than 0.05. Meanwhile, the pretest data in the experimental class (Sig. = 0.009) are not normally distributed, whereas the pretest data in the control class (Sig. = 0.692) are normally distributed. Thus, most of the data meet the assumption of normality, particularly the learning outcome data after the treatment. In this measurement, the researcher employed a homogeneity test, with the criterion that the data can be considered homogeneous if the significance value is greater than 0.05. For decision-making, the researchers used SPSS version 22 for Windows. The following table presents the results of the homogeneity test:

Tabel 3
Homogeneity Test

Learning Outcomes	Levene Statistic	df1	df2	Sig.
Eksperimen	2,278	1	26	0,143
Kontrol	0,000	1	26	0,984

Homogeneity testing was conducted to determine whether variances in learning outcomes were equal between the experimental and control classes. Based on Levene's Test, the following results were obtained: (1) The experimental class had a significance value of 0.143 (> 0.05), indicating that the variance of learning outcomes was homogeneous. (2) The control class had a significance value of 0.984 (> 0.05), also indicating homogeneous variance. Thus, the variances of students' learning outcomes in both classes are relatively equal, fulfilling the assumption of homogeneity and allowing the data to be analyzed using parametric tests.

To examine the effectiveness of using Canva media in Islamic Education (PAI) learning for fifth-grade students at UPTD SDN 10 Peusangan, an Independent Samples T-Test was

employed. This test determines whether mean scores differ between two unrelated sample groups and assesses the effect of the independent variable on the dependent variable. The following table presents the output of the Independent-Samples T-Test for students' learning outcomes.

. **Tabel 4**
Results of the Independent Samples T-Test on Students' Learning Outcomes

			Learning Outcomes	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2,002	
	Sig.		0,169	
t-test for Equality of Means	t		6,939	6,939
	df		26	21,663
	Sig. (2-tailed)		0,000	0,000
	Mean Difference		25,357	25,357
	Std. Error Difference		3,654	3,654
	95% Confidence Interval of the Difference	Lower	17,846	17,772
		Upper	32,869	32,942

An independent-samples t-test was conducted to examine whether Islamic Education (PAI) learning outcomes differed significantly between the experimental class, which used Canva media, and the control class, which used conventional teaching methods, at UPTD SDN 10 Peusangan. This test compared the mean scores of two independent groups and determined whether the observed differences were attributable to the treatment, namely the use of Canva media.

The analysis yielded a calculated t-value of 6.939 with degrees of freedom (df) = 26 and a significance level (Sig. 2-tailed) of 0.000. Since the significance value was less than 0.05 (0.000 < 0.05), the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This result indicates a statistically significant difference in mean learning outcomes between students in the experimental and control classes. The relatively large t-value further confirms that the difference was not trivial or due to random variation, but rather a strong statistical effect.

These findings corroborate the descriptive analysis, which demonstrated that the improvement in learning outcomes in the experimental class was substantially greater than in the control class. Substantively, the results suggest that integrating Canva media meaningfully enhanced students' learning outcomes in PAI. Using Canva created a more engaging, interactive, and comprehensible learning environment, contributing to a significant improvement in students' conceptual understanding.

The findings of the independent-samples t-test show a significant difference in Islamic Education (PAI) learning outcomes between students taught using Canva media and those taught through conventional methods at UPTD SDN 10 Peusangan. The application of Canva media proved effective and positively influenced students' learning outcomes, warranting its

recommendation as an innovative instructional approach in elementary school PAI. Canva's effectiveness is evident in the achievement of learning objectives, improved outcomes, and active student engagement during the learning process. Canva's visual and interactive design features helped transform abstract PAI concepts into more concrete and appealing forms. This aligns with multimedia learning theory, which posits that integrating text, images, and visuals significantly enhances students' information retention.

Overall, using Canva media in PAI instruction at UPTD SDN 10 Peusangan positively affected student learning outcomes. This impact was reflected in significantly higher scores, mastery learning attainment, more equitable outcomes, and increased student motivation and participation. Based on quantitative data and descriptive analysis, the implementation of Canva media was empirically proven to be effective. The Independent Samples t-Test yielded a t-value of 6.939 with a significance level (Sig. 2-tailed) of 0.000 (< 0.05), indicating a significant difference between the experimental and control classes. The mean difference of 25.357 further highlights the substantial gap in average scores between the two groups. These results confirm that Canva media had a positive and statistically significant effect on student learning outcomes.

From a theoretical perspective, learning outcomes represent behavioral changes in the cognitive, affective, and psychomotor domains acquired through the learning process. Attractive and interactive learning media enhance focus and information retention, thereby improving learning outcomes. These findings align with previous studies showing that integrating digital media significantly improves learning outcomes compared with conventional methods. The positive influence of Canva can be explained through several factors: (1) visualization of material—PAI content previously delivered verbally became more engaging through graphic design, color, and illustration; (2) interactivity—students were more actively involved due to dynamic presentation of materials; (3) increased learning motivation—digital media stimulated curiosity and interest; and (4) non-monotonous instruction—classroom atmosphere became more lively and enjoyable.

In conclusion, both statistically and pedagogically, using Canva media significantly enhanced student learning outcomes in PAI instruction at UPTD SDN 10 Peusangan. These findings underscore Canva's potential as an innovative alternative for improving the quality of elementary school PAI learning.

Thus, there is a significant difference in PAI learning outcomes between students who learn using Canva media and students who learn using conventional methods at UPTD SDN 10 Peusangan. The application of Canva media has proven effective and positively influences student learning outcomes, so it is worthy of being recommended as one of the learning innovations in PAI in elementary schools. These results show that Canva media effectively improves both the learning process and learning outcomes. Learning effectiveness can be seen from the achievement of learning objectives, improvement in learning outcomes, as well as active student involvement in the learning process[27]. Visual media and interactive designs provided by Canva help students understand abstract concepts in PAI in more concrete and engaging ways. This is in line with multimedia learning theory, which states that the combination of text, images, and visualization can significantly increase students' information absorption[28].

[27] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2022), hlm. 35.

[28] Richard E. Mayer, *Multimedia Learning*, 3rd ed. (Cambridge: Cambridge University Press, 2021), hlm. 45.

Overall, using Canva media in PAI learning at UPTD SDN 10 Peusangan positively affects student learning outcomes. This effect is evident in the significant increase in scores, the achievement of learning mastery, the equal distribution of learning outcomes, and increased motivation and student participation in the learning process. Therefore, Canva media can be used as an innovative alternative to improve the quality of PAI learning in elementary schools.

Thus, based on quantitative data and descriptive analysis, the application of Canva media in PAI learning at UPTD SDN 10 Peusangan has been proven effective. To determine the effect of using Canva media on student learning outcomes, an Independent Samples t-test was conducted. The test results show a t value of 6.939 with a Sig. (2-tailed) of 0.000 (< 0.05). This indicates a significant difference between the learning outcomes of the experimental class and the control class. A mean difference value of 25.357 indicates a fairly large average difference between the two classes. Thus, the use of Canva media has a positive and significant effect on student learning outcomes. Theoretically, learning outcomes are behavioral changes in the cognitive, affective, and psychomotor domains obtained after the learning process. Learning media that is attractive and interactive will increase focus and information retention, thereby improving learning outcomes[29].

These findings also align with previous studies showing that digital-based media can significantly improve learning outcomes compared to conventional methods. The positive influence can be explained through several factors as follows: 1. Material visualization: PAI material that was previously delivered verbally becomes more engaging through graphic design, colors, and illustrations. 2. Interactivity: Students are more active in participating in learning because the material presentation is more dynamic. 3. Increased learning motivation: Digital media encourages curiosity and student interest in learning. 4. Non-monotonous learning: The classroom atmosphere becomes more lively and enjoyable. Thus, statistically and pedagogically, using Canva media significantly improves student learning outcomes in PAI at UPTD SDN 10 Peusangan.

CONCLUSION

Based on the findings of the study on the effectiveness of Canva media in Islamic Education (PAI) learning at UPTD SDN 10 Peusangan, the following conclusions can be drawn:

Effectiveness of Canva Media in PAI Learning: Implementing Canva media in PAI instruction proved effective in improving students' learning outcomes. This was evidenced by the experimental class's mean score increasing from 54.64 (pretest) to 91.43 (posttest), a gain of 36.79 points. The posttest score range (80–100) indicated that nearly all students achieved mastery learning. Furthermore, the decrease in the standard deviation to 7.187 demonstrated greater uniformity in student performance. Descriptively, the effectiveness of Canva media was reflected in the attainment of learning objectives, significant improvement in outcomes, and increased active student participation during the learning process.

Impact of Canva Media on Student Learning Outcomes: The Independent Samples t-Test revealed a calculated t-value of 6.939 with a significance level (Sig. 2-tailed) of 0.000 (< 0.05). These results indicate a statistically significant difference between the learning outcomes of the experimental and control classes. The mean difference of 25.357 further highlights the strong influence of Canva media on enhancing student achievement. Accordingly, Canva media had a positive and significant effect on students' learning outcomes in PAI instruction at UPTD SDN 10 Peusangan.

[29] Nana Sudjana, *Penilaian...hlm. 22*

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