

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 3, No. 1	August 2024	e-ISSN: 2988-7925

The Use of Canva Application to Increase Students' Creativity in Learning Islamic Religious Education Class VII SMPN 5 Sidrap

Using The Canva Application to Increase Student Creativity in Religious Education Learning in Class VII at SMP 5 Sidrap

**Muhammad Nur Maallah¹, Rosmiati Ramli², Zainuddin³,
Nurhalisa⁴, Khairunnisa⁵**

University of Muhammadiyah Parepare | muhammadnurmaallah@gmail.com

University of Muhammadiyah Parepare | rosmiatiramli07@gmail.com

University of Muhammadiyah Parepare | zudin0241@gmail.com

University of Muhammadiyah Parepare | nurhalisa11123@gmail.com

University of Muhammadiyah Parepare | kkhairunnisa603@gmail.com

Abstract

Keywords: Canva Application, Creativity, Learning, Islamic Religious Education

This study aims to (1) determine the use of the canva application in learning Islamic religious education in grade VII SMPN 5 Sidrap. (2) to find out the increase in students' learning creativity through the use of the canva application in learning Islamic religious education in grade VII SMPN 5 Sidrap. Problem (1) How to use the canva application to increase students' creativity in learning Islamic religious education in grade VII SMPN 5 Sidrap. (2) How to increase students' creativity towards the use of the canva application in learning Islamic religious education in grade VII SMPN 5 Sidrap. Research is a classroom action research with research methods consisting of (1) Research setting: Type of research and research location. (2) Research preparation: Implementation of learning, basic competencies and learning tools. (3) Research subjects: class VII 19 people. (4) Data sources: Students and learning outcomes. (5) Data collection tools and techniques. The results of this research are (1) The implementation of the use of the canva application is applied in cycle II with material that is in accordance with the material taught, namely the names of angels and their duties. (2) There was an increase in learning activities and student learning outcomes in cycle I to cycle II, with the acquisition of student learning activity scores before the implementation of the Canva application by 42.3%, an increase in the second cycle by 82.6%, and the students' learning outcomes from the pre-test test before the use of the Canva application by 76.21% increased in the second cycle from the post-test test questions by 84.94%.

Abstract

Keywords: Canva Application, Creativity, Learning, Islamic Religious Education

This research aims to (1) determine the use of the Canva application in learning Islamic religious education for class VII SMPN 5 Sidrap. (2) determine the increase in students' learning creativity through the use of the canva application in learning Islamic religious education for class VII SMPN 5 Sidrap. Problems (1) How to use the canva application to increase students' creativity in learning Islamic religious education for class VII SMPN 5 Sidrap. (2) How to increase students' creativity in using the canva application in learning Islamic religious education for class VII SMPN 5 Sidrap. The research is classroom action research with research methods consisting of (1) Research setting: Type of research and research location. (2) Research preparation: Implementation of learning, basic competencies and learning tools. (3) Research subjects: class VII 19 people. (4) Data source: Students and learning outcomes. (5) Data collection tools and techniques. The results of this research are (1) The use of the canva application was implemented in cycle II with material that was appropriate to the material being taught, namely the names of angels and their tasks. (2) There was an increase in learning activities and students' learning outcomes in cycles I to II, with students' learning activity scores before implementing the use of the canva application amounting to 42.3%, increasing in cycle II by 82.6%, and the results Student learning from the pre-test before using the canva application was 76.21%, increasing in cycle II from post-test questions by 84.94%.

INTRODUCTION

Education is an effort or activity that is carried out consciously, regularly and planned through the change or development of desired behavior. Teaching and learning activities consist of two main components: teachers and students, schools as formal institutions are a means to achieve these educational goals. Learning in formal education involves positive changes so that in the end new skills, abilities, and knowledge of students are obtained.

Along with the increasing development and advancement of science and technology in the field of learning, in the future educational technology will increasingly develop and strengthen as a scientific and professional field that is beneficial for

education. The rapid development of information technology in the current era of globalization is inevitable in its influence on the world of education. Global demands require the world of education to always and always adjust technological developments to efforts to improve the quality of education, especially the adjustment of the use of information and communication technology for the world of education, especially in the learning process (Haris, 2017). There are now various digital technologies that can be used to add and improve employment, learning and public health strategies (Rita, 2020).

The use of the Canva application is one of the simple visual learning media to make it easier for students to

learn, this media is made at a relatively low cost, easy to understand and understand, but it is indispensable as a tool that can stimulate students' creativity in learning. Through this canva application, students are expected to more easily pour out the ideas and ideas they want to convey (Lailan, 2023). The reason is, many existing features, such as "*Drag and drop*" loading now allow users to register easily. Students can also collaborate on the design process, allowing them to work in groups. Canva is an online design program that provides a variety of tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, Instagram stories, twitter posts, and Facebook covers. The types of presentations found in Canva include creative, educational, simple, business, marketing, sales, architecture, advertising, technology. In this study, The use of the canva application provides various types of designs. In designing, the teacher only needs to enter text, images, and choose the type of graphic design, template, and page number that has been provided as desired. Canva has been present in the midst of the crowded world of technology. The advantages and disadvantages of the canva application are as follows: 1) It has a variety of graphic designs, animations, templates, and attractive page numbers. 2) It can increase the creativity of educators in designing learning media because of the

many features that have been provided, as well as containing drag and drop features. 3) It can save time in designing practical learning media. 4) Students can relearn the material through the Canva learning media that has been provided by the educator. 5) It has a good image resolution and Canva media slides can be printed with automatic print size settings. 6) Be able to collaborate with other educators in designing media and create a Canva design team to share learning media. 7) can design learning media at any time, not only using laptops but also using mobile phones (Dyan, et al). The disadvantage of the canva application itself is that the canva application relies on a sufficient and stable internet network, Some new features can be obtained with a premium account, Video design tends to take a long time to download and there is no table insert feature to launch presentation slides to improve the professionalism of teachers. Meanwhile, for students, it is expected to increase the active participation of students in participating in learning activities and improve student learning outcomes.

With canva, teachers can also use templates with attractive colors and other fonts to beautify the background of the video when displayed. Likewise with posters, infographics, resumes, sheets, and so on that can be used and used. Again, not only teachers can use it, students can also use it, teachers can teach using this canva application to their students, if teachers are told to make a video, presentation, poster, and so on that contains explanations, tutorials or others, students are expected to be able to operate and make an

attractive design. The advantage obtained is that, in addition to gaining knowledge in learning, students also learn to be skilled, creative, and innovative in developing a lesson or material that is effective (Garris, 2020).

Problem (1) How to use the canva application to increase students' creativity in learning Islamic religious education in grade VII SMPN 5 Sidrap. (2) How to increase students' creativity towards the use of the canva application in learning Islamic religious education in grade VII SMPN 5 Sidrap

RESEARCH METHODS

This type of research is classroom action research which is a research activity to obtain truth and practical benefits by taking actions collaboratively and participatory. This research method is generally carried out by teachers in their classrooms to improve the learning process and outcomes. Classroom action research is characterized by special actions to improve the learning process that takes place between educators and students in the classroom. This research was carried out in two cycles. This meeting will be given two hours of learning time, and at the end of each activity there will be an assessment of the learning outcomes and creativity of students in using the Canva application. The main source of data in the study is students and student learning outcomes, to obtain student learning outcomes and learning activities can be seen from the increase in students' learning creativity towards the use of the Canva application in Islamic religious education learning.

The research procedure includes cycle I, namely 1) planning, at this stage the researcher prepares the things needed in the implementation of

classroom action research, namely providing the Canva application and introducing the Canva application to students and collaborators, preparing teaching methods, then making an observation sheet to observe the learning implementation process and compile evaluation tools. 2) Implementation stage, the activities carried out at this stage are to implement learning scenarios. With the following steps: a) Introduction, the teacher explains the importance of using the canva application media in the learning process, b) The teacher displays the canva application in the teaching and learning process, c) Students are asked to learn how to use the canva application, d) The teacher and the students summarize the lesson and the teacher conducts an evaluation of the question and answer session to find out the learning achievement of the students. 3) Observation stage, observation is carried out during the activity, observing students' activities during the learning process, seeing students' activities in understanding the learning material, 4) Reflection stage, this reflection is a teaching and learning activity that has undergone changes from previous learning activities which are considered to be able to increase students' knowledge to the next cycle. Cycle II is 1) the planning stage, this stage the researcher formulates the planning of cycle II is the same as the planning of cycle I by paying attention to some shortcomings experienced by students in cycle I, 2) Implementation stage, in cycle II, educators provide teaching according to the teaching materials to be taught, then educators apply teaching methods with the use of the Canva application in accordance with the material taught to increase

students' creativity and knowledge. 3) Observation Stage, the observation stage is almost the same as the previous one. Then conduct an evaluation in this case a question and answer session to students at the end of the cycle, to find out the increase in creativity and knowledge of students, 4) Reflection stage, this reflection stage is carried out at the end of the cycle, the results obtained at the observation stage are collected and then analyzed, with the results of learning activities, the results obtained, the researcher can draw conclusions about the use of the Canva application which is carried out in cycles.

RESULTS AND DISCUSSION

1. The use of the Canva application to increase students' creativity in learning Islamic religious education in grade VII SMPN 5 Sidrap.

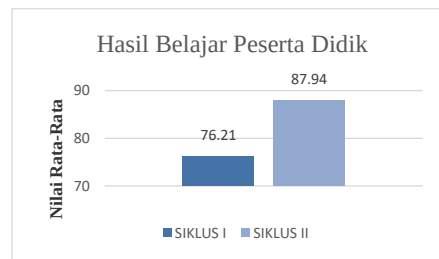
This research has been carried out at SMPN 5 Sidrap on March 04 to April 04, 2024. The subjects of the study were 19 students in grade VII and 1 teacher of Islamic Religious Education. The implementation of research with the type of Classroom Action (PTK) research is carried out using a cycle in it, which begins with introduction, planning, action, observation and reflection. The implementation of learning using the canva application is carried out in cycle II using students' *laptops* and *cellphones* in the form of a *power point* that has been edited using the canva application.

2. How to increase students' creativity towards the use of the

Canva Application in learning Islamic religious education in grade VII SMPN 5 Sidrap.

Learning using the Canva application is very effectively applied in schools, as one of the supports for learning success cannot be separated from the selection of learning methods that are in accordance with the material taught. By using the Canva application, it can build a comfortable atmosphere, not boring, and can increase students' creativity in the learning process. This can be seen in the student learning outcomes that have increased after the implementation of the use of the canva application from the first cycle with a score of 76.21 which increased in the second cycle of 84.94. See in the following diagram:

Cycle I Learning Activities and Cycle II



The researcher also used an observation sheet to measure the learning activities of students from the first cycle by 42.3%, increasing in the second cycle by 82.6%.

CYCLE I

1. Planning

Before carrying out the research, researchers and teachers made a plan to carry out the learning process using the Canva application and agreed on 2 meetings in the first cycle, namely on February 6 and February 13, 2024. The things that need to be prepared before conducting research are as follows: 1) choose what Canva features will be taught, 2) Learn in advance the features of Canva and various templates that can be used as a basis for Islamic Religious Education teaching materials, 3) Prepare an observation sheet at each meeting, 4) Prepare a learning test.

2. Implementation

1) Meeting I

a. Initial Activities

The first meeting in cycle 1 was held on Tuesday, February 6, 2024, starting with learning about the names of angels and their duties. After the discussion of the material, it was continued with an introduction to students about what the Canva application is and what are its uses?. The things that the researcher did were as follows:

- a) Greeting and introducing themselves while providing understanding

to students about this entire series of research is the final project of the researcher as a condition for completing the undergraduate program, so that students do not feel confused.

- b) Reciting the prayer before the learning begins, which is led by the level leader, then appointing one student to read the Holy Qur'an.
- c) The researcher conveyed the learning objectives and competencies to be achieved.
- d) Then students are directed to download the Canva Application.

b. Core Activities.

The things that the researcher does in the core activities are:

- a) Explain the material of the names of angels and their duties.
- b) The researcher explained the meaning of the Canva Application, displaying some of the features or menus in the Canva Application, using a laptop in the case of an LCD in the school that was damaged so that it could not be used.
- c) Providing opportunities for students to ask questions.
- d) The researcher asked the students about what they did not understand.

c. Final activity

The researcher concluded the learning results that had been carried out.

2) Meeting II

a. Initial Activities

Cycle I, the second meeting will be held on Tuesday, February 13, 2024. At this meeting, the researcher is still continuing the discussion of the material of the names of angels and their duties. Before starting learning, the researcher asks again the material that has been studied previously, the learning process of the initial activity at the second meeting is the same as the first learning process.

a) Core activities

This learning process is the same as in the previous meeting, which is still continuing the discussion about the material on the names of angels and their duties which are presented using printed books of PAI teaching materials. Then continued with a discussion of the benefits and disadvantages of the Canva Application. This second meeting has begun to be regular because students are already active and have begun to respond and ask questions that have not been understood.

b) Final Activities

The final excitement of the learning process which is carried out face-to-face by appointing one of the students to stand and conclude the material from the first and second meetings. Then the researcher took over and explained the conclusions of the first and second meetings. Then the researcher said a greeting to close the learning.

3. Observation Stage

The implementation of this observation is carried out by observers, namely teachers and researchers themselves, to find out the learning activities of students during the learning process before the implementation of the Canva Application.

Student Learning Activity Results Sheet Cycle I

It	Teaching Activities	Percentage of activity (%)		Su
		I	II	
1	Students answered greetings and prepared to start learning.	71	80	
2	Students are enthusiastic about participating in learning.	45	60	
3	Students are active when asking questions about things that are not understood.	15	15	

4	Students' creativity when using the Canva App.	40	60	100	50			
5	Order when following the learning process.	60	60	120	60	Test Results (Pre-Test) in Cycle I		
6	Students respond to directions from students.	32	Criterion 32 n	Number of students 64	32	Frequency	Percentage	
7	Students are excited to do assignments in groups.	12	0-49 32	19 44	22	0	0	
8	Students responded well to directions from the teacher.	35	50-69	19		4	21,05	
			70-79	19	35	10	52,63	
9	Students Say greetings.	72	80-89 92	164 19	82	3	15,78	
TOTAL			90-100	19	42,3%	2	10,52	
Based on the data in the table			Total					100

Based on the data in the table above, it can be seen that the average percentage of learning activities of students before the adoption of the Canva application in grade VII is 42.3% with sufficient criteria ranging from 20-60%. So it can be concluded that learning by the lecture method in Islamic religious education subjects with the material of the names of angels and their duties is still sufficient.

In the second meeting in the first cycle, the researcher also gave a test (*pre-test*) to students to find out where the students' learning outcomes were using the frequency and percentage formulas, namely:

The following is an overview of the results of the test scores (*pre-test*) illustrated in the following table:

Based on the data in the table, it can be explained that:

1. Students with a result of 0-49 with very low criteria did not exist, with a percentage of 0%.
2. There were 4 students with a learning outcome of 50-69 with low criteria with a percentage of 21.05%.
3. Students with learning outcomes of 70-79 with moderate criteria were 10 people with a percentage of 52.63%.
4. Students with learning outcomes of 80-89 with moderate criteria were 3 people with a percentage of 15.78%.
5. Students with a learning outcome of 90-100 with moderate criteria are 2 people with a percentage of 10%.

4. Reflection Stage

The results of the data obtained during the learning process are used as material in determining the reflection on the problems found to find solutions and improve the methods used during the learning process in the next cycle. Some of the shortcomings in cycle I are as follows:

- a. Lack of skills of students in asking questions or criticizing.
- b. Lack of student activity in asking questions.
- c. Students in concluding the learning material are very minimal.
- d. Students do not listen to explanations from educators.

CYCLE II

1. Planning

Based on the results of the observation carried out in cycle I, the researcher arranged the implementation that would be carried out in the next cycle by looking at the reflection in the previous cycle for improvement in cycle II. The planning stages in cycle II are:

- 1) Prepare several PPt temple designs.
- 2) Learn first before starting learning.
- 3) Prepare an observation sheet.
- 4) Breastfeeding study test in silkus II.

2. Implementation

1) Meeting I

a. Initial activities

The first meeting in cycle II was held on Tuesday, February 20, 2024, by continuing to learn the material on angel names and their duties and how to use the Canva Application.

The learning process in cycle II is almost the same as Cycle I. The steps taken are:

- a) Say greetings.
 - b) Reciting the prayer before the learning begins, which is led by the level leader, then appointing one student to read the Holy Qur'an.
 - c) The researcher conveyed to the students about the learning process that will be applied differently from the previous meeting, where they are now learning about the use of the Canva Application.
 - d) Before starting learning, the researcher conducted aperception to re-recall previous memories of the material that had been studied.
- b. Core activities
- a) The researcher prepared a tool to be used, namely *a laptop*.
 - b) The researcher explains the previous material to recall the material that has been studied.
 - c) Then the researcher explained how to use the Canva Application and displayed several examples of PPt temple designs that are easy for students to use.
 - d) Researchers provide opportunities for students to give responses or questions about anything they do not understand.

c. Final activity

Give students group assignments to create their own PowerPoint designs with angel names and their tasks using the Canva Application. And the researcher emphasized to students to complete the task. Then the researcher said a greeting to close the learning.

2) Meeting II

a. Initial activities

Meeting 2 in this cycle was held on Tuesday, February 27, 2024, with the same material as the previous meeting, namely still discussing making ppt using the Canva Application.

b. Core activities

a) The researcher checked the assignment of the student group whether they were able to make their own PPT.

b) The researcher invited each group to present the results of their designs.

c) The researcher gives students the opportunity to give their feedback on the design they have made themselves.

d) The researcher asked questions to the students.

c. Final activity

a) The researcher explained the conclusions of the material that had been studied.

b) The researcher

conveyed to the students that this was the final meeting of the researcher teaching at school.

c) The researcher took photos and interviews with students and teachers of grade VII.

d) The learning was closed with a greeting.

3. Observation stage

The observation process during the learning process in cycle II was carried out by the researcher to find out the extent of students' learning creativity using the Canva Application with the help of PAI teachers. The data obtained is as follows:

Student Learning Activity Results Sheet Cycle II

It	Teaching Activities	Percentage of activity (%)		
		I	II	
1	Students answered greetings and prepared to start learning.	100	100	
2	Students are enthusiastic about participating in learning.	90	100	
3	Students are active when asking questions about things that are not understood.	85	90	
4	Students' creativity when using the Canva App.	100	100	
5	Order when following the learning process.	80	90	

6	Students respond to directions from students.	90	90	Total	90	100
7	Students are excited to do assignments in groups.	85	85	175	87	
8	Students responded well to directions from the teacher.	80	80	165	82	
9	Students raise greetings.	100	100	200	100	
TOTAL				82.6%	82.6%	

Based on the data in the table above, it can be seen that the average percentage of students' learning activities after the implementation of the Canva application in grade VII is 82.6% with very good criteria ranging from 80-100%. So it can be concluded that learning using the canva application is very effective in Islamic religious education subjects.

Meeting 2 in cycle II, the researcher also gave a test (*post-test*) to students to find out the effectiveness of learning using the canva application media. The data on the test results of didi participants can be seen in the following table:

Test Results (Pre-Test) in Cycle II

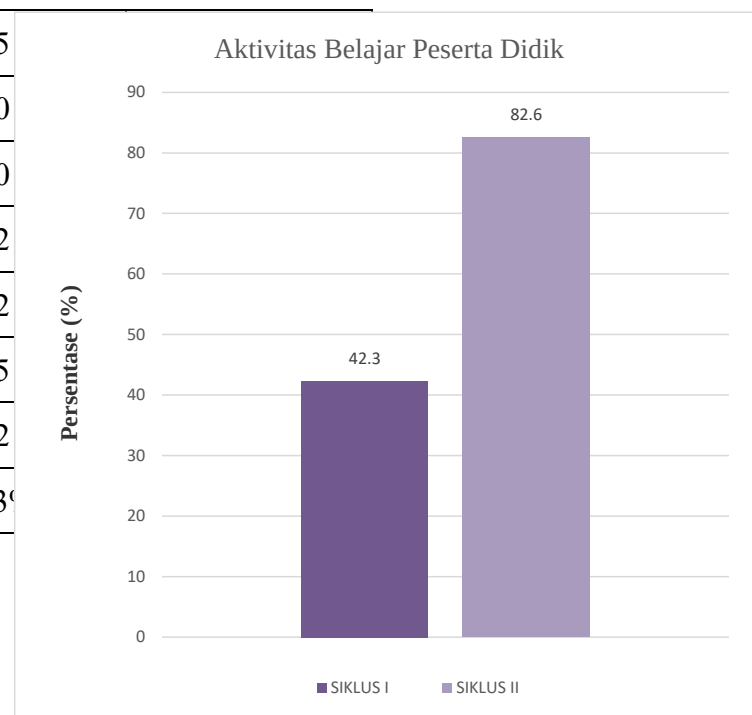
No.	Criterion	Number of students	Frequency	The percentage of students' learning activities as a whole from cycles 1 and 2 is:	Information
1.	0-49	19	0	0	Very low
2.	50-69	19	0	0	Low
3.	70-79	19	3	15,78	It Keep
4.	80-89	19	11	57,89	Tall
5.	90-100	19	5	26,31	Very High

- d. There were 11 students with a learning outcome of 80-89 with high criteria with a percentage of 57.89%.
- e. Students with a learning outcome of 90-100 with very high criteria as many as 5 people with a percentage of 26.31%

4. Reflection Stage

Based on the results of the data obtained from the implementation of cycle I and cycle II where in cycle I there has not been an increase because the use of the canva application has not been implemented, while in cycle II there is an increase in the results of grades after the implementation of the use of the canva application.

3	15
4	50
5	60
6	32
7	22
8	35
9	82
Percentage %	42,36



Based on the table above, the percentage of student learning activities in cycle I and cycle II are:

- 1) In the first cycle, the learning activities of students before the implementation of the Canva Application were 42.3% with sufficient criteria.
- 2) In the implementation of the second cycle of student learning activities after using the Canva Application by 82.6% with very good criteria.

Student Learning Activities Cycle I and Cycle II

The figure explains that the percentage of learning activities in the first cycle is 42.3% while in the second cycle it is 82.6%.

The average learning outcomes of students as a whole from cycle I and

cycle II are as follows:

Table 4. 1 Student Learning Outcomes

It	Cycle	Average Learning Outcomes
1	Cycle I	76.21
2	Cycle II	84.94

From the table above, it is explained that:

- 1) The implementation of the first cycle has not been implemented using the canva application, the method used by the lecture method and students only read the material of the names of mailaikat and their assignments from Islamic religious education books, with an average learning outcome of 76.21.
- 2) The implementation of cycle II researchers have applied the use of the Canva application to the learning process and obtained a learning outcome score of 84.94.

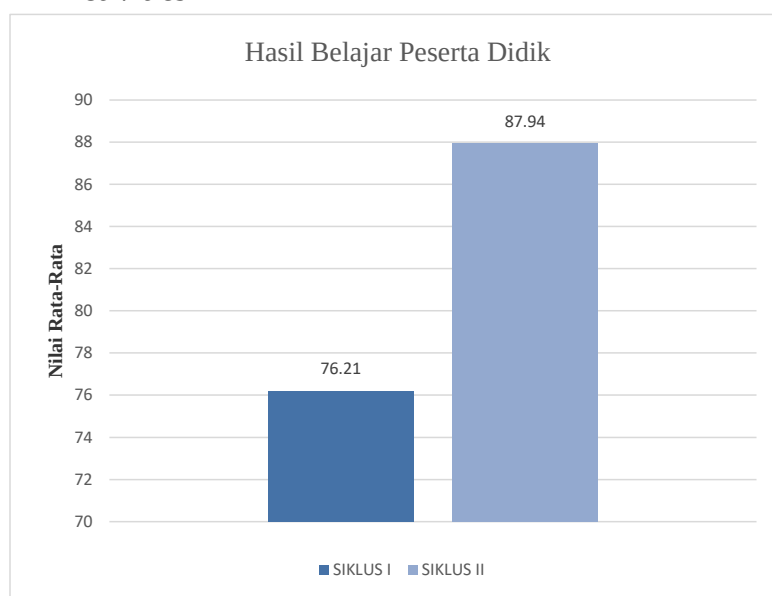
Cycle I and Cycle II Learning Activities

cycle was 76.21 while in the second cycle it was 82.94. Thus, the use of the canva application can increase the learning creativity of students, especially in grade VII of SMPN 5 Sidrap.

The choice of method in learning greatly influences the learning outcomes of students such as the facts that researchers find in school. With the application of the canva application in Islamic religious education subjects, it is very effectively used, especially now is the millennial era that cannot be separated from technology, including in villages that are isolated from the network.

CONCLUSION

Based on the research that has been carried out on the use of the Canva application to increase students' creativity in learning Islamic religious education in grade VII grade VII SMPN 5 Sidrap can be seen from cycle I (42.3%) to cycle II (82.6%). Learning using the Canva application is very



Based on the figure above, the average score of students in the first effective in schools, with the use of the Canva application can build a

comfortable and not boring atmosphere for students. This can be seen in the learning outcomes of students who have increased after the implementation of the use of the canva application from the first cycle with a score of 76.21%, increasing in the second cycle by 87.94%, thus the use of the canva application can increase the learning creativity of students, especially grade VII SMPN 5 Sidrap.

The use of the Canva application also provides a change in students'

learning activities, for example from being shy to asking questions to being active in criticizing the material taught, this can be seen in the increase in students' learning activity scores where researchers and teachers of Islamic religious education subjects as observers in the classroom see changes in attitudes and the average score achieved from cycle I and cycle II.

BIBLIOGRAPHY

- Ayu, Lailan Puspita et al. (2023). The Ability of Canva Applications to Improve Poetry Writing Learning. *Dharmawangsa Journal* Vol 17, No 4 (2023) ISSN No. 4.
<https://jurnal.dharmawangsa.ac.id/index.php/ju warta/article/view/3815>
- Budiman, Haris. (2017). The Role of Information and Communication Technology in Education. *Journal of Islamic Education Al Tadzkiyyah*, Vol 8, No 1 (2017).
<http://dx.doi.org/10.24042/atjpi.v8i1.2095>
- Komalasari, Rita. (2020). The Benefits of Information and Communication Technology during the Covid 19 Pandemic" *Journal of Information and Communication Technology*, No. 1.
- Rainbow, Garris. (2020). The Utilization of the Canva Application as a Learning Media for Indonesia Language and Literature at the High School/MA Level. *Journal of Sasindo UNPAM* No. 2.
<https://openjournal.unpam.ac.id/index.php/Sasindo/issue/view/580>
<https://doi.org/10.32493/sasindo.v8i2.79-96>
- Yuliana, Dyan, et al. The use of the Canva application as a creative, innovative, and collaborative learning video media. *JUKANTI* Vol. 6. No. 2. (November) 2023, p. 251. <https://doi.org/10.37792/jukanti.v6i2.102>