CANVA APPLICATION FOR FIQH LEARNING SUBJECTS IN GRADE V AT SDI MATSARATUL HUDA PANEMPAN PAMEKASAN

Moh. Mahfud[1], Nur Kholis[2], M Yunus Abu Bakar[3]

[1] Sekolah Tinggi Agama Islam Al Falah, Pamekasan, Indonesia
[2,3] Universitas Islam Negeri Sunan Ampel, Surabaya, Indonesia
[1]mahfud@staifa.ac.id, [2]nurkholis@uinsby.ac.id, [3]elyunusy@uinsby.ac.id

APLIKASI CANVA UNTUK PEMBELAJARAN MATA PELAJARAN FIQH KELAS V SDI MATSARATUL HUDA PANEMPAN PAMEKASAN

ARTICLE HISTORY	ABSTRACT
	Abstract: *This paper discusses the development of a Canva application audio based on visual learning media in the Fiqh learning material in the fifth grade at SDI Matsaratul Huda Panempan Pamekasan. The method used in the research is a developmental research approach, which consists of initial analysis, material identification, product development, and testing. After the product was developed, the feasibility assessment was carried out by the expert to evaluate the media design, content alignment, design completeness, and attractiveness. The expert assessment results show that audio-visual learning media design based on Canva obtained a score of 83 percent in the good category. Limited students' feedback also indicates a score of 77,13 percent with the good category. Based on the assessments from experts and students, it can be concluded that this Canva-based audio-visual learning media is suitable for use in the experimental school. The field trial results indicate a score of 66.25 percent in the first cycle and 81 percent in the second cycle. The increased percentage of students' learning outcomes shows that they better understand Fiqh learning material by applying audio-visual learning media based on the Canva application, which has good criteria. Therefore, this developed media can be applied, either in online or offline learning.* ***Keywords: audio-visual, canva application, Fiqh learning subject***
	Abstrak: *Artikel ini membahas pengembangan sebuah aplikasi Canva berbasis media pembelajaran audio visual dalam materi fiqih kelas V SDI Matsaratul Huda Panempan Pamekasan. Metode yang digunakan dalam penelitian adalah pendekatan penelitian pengembangan yang terdiri dari tahapan analisis awal, identifikasi materi, penyusunan produk, dan uji coba. Setelah produk selesai dikembangkan, penilaian kelayakan dilakukan oleh para ahli untuk mengevaluasi desain media, kesesuaian konten, kelengkapan desain, dan daya tariknya. Hasil penilaian ahli menunjukkan bahwa desain media pembelajaran audio visual berbasis aplikasi Canva mendapatkan skor 83 persen dengan kategori baik. Tanggapan terbatas dari siswa juga menunjukkan skor 77,13 persen dengan kategori baik. Berdasarkan penilaian ahli dan siswa, dapat disimpulkan bahwa media pembelajaran audio visual berbasis aplikasi Canva ini layak digunakan di sekolah uji coba. Hasil uji coba lapangan menunjukkan bahwa pada siklus pertama diperoleh skor 66,25 persen dan pada siklus kedua diperoleh skor 81 persen. Persentase peningkatan hasil belajar siswa menunjukkan bahwa mereka lebih mudah memahami materi fiqih dengan menggunakan media pembelajaran audio visual berbasis aplikasi Canva yang memiliki kriteria baik. Oleh karena itu, media yang telah dikembangkan ini dapat digunakan baik dalam pembelajaran daring maupun luring.* **Kata Kunci: *audiovisual,* aplikasi canva, mata pelajaran Fiqih**

CITATION

INTRODUCTION

In today's digital era, the use of social media has increased and provided opportunities for entrepreneurs to market their products (Sholeh et al., 2020). Media is an essential part of the learning design process. Messages from educators can be conveyed well and smoothly due to using suitable media. In the context of Fiqh learning, the teacher needs active student involvement, and the teacher himself must be able to explain well. Innovative teachers are essential as a guide for students to develop their potential and gain new experience and knowledge during the teaching and learning process (Farmawati et al., 2018).

In today's modern learning context, the role of learners has changed from simply being listeners or recipients of information to being active communicators or messengers (Nurseto, 2012). Learning is an activity that involves human elements, including services, means, and methods that are interrelated and interact to achieve learning objectives (Bakri et al., 2021). One of the lessons in elementary school is the subject of Fiqh. Through Fiqh subjects, students will learn about various aspects of life, including servitude to Allah SWT., and relationships with others in *muamalah*, *munakahat*, and *jinayah*, which studies transgressions with Allah and fellow humans.

An educational approach that involves a global scale and continuity in everyday life is an essential benchmark in designing and implementing learning (Rahmatullah et al., 2020). The teacher's ability to design and implement learning dramatically influences the quality of learning (Mahardika et al., 2021). Teacher accuracy is also an essential factor in the success of the learning process (Rahmatullah et al., 2020). Therefore, proficiency in using science and technology and learning planning that can be applied indoors is necessary (Farmawati et al., 2018). Quality education and character start from the quality of the educators. If teachers continue to improve their quality, education will also become better and of higher quality (Farmawati et al., 2018).

Educated teachers must be responsible for implementing the learning system. One of the teaching methods that is effective and following current technological developments is the use of learning media as the primary reference in the teaching and learning process (Pelangi, 2020). This study aims to develop and investigate the effectiveness and usability of the Canva application as a supplementary tool for enhancing the learning of Fiqh subjects among Grade V students at SDI Matsaratul Huda Panempan Pamekasan.

LITERATURE REVIEW

Learning media is essential in implementing well-designed learning so that everything developed can be applied according to its functions and roles (Wicaksana et al., 2020). In learning activities, teachers design them in a practical arrangement so that students can capture and master the material presented. Teacher preparation includes lesson planning, where learning media is one aspect that must be prepared (Melinda, Tiara &; Erwin Rahayu Saputra, 2021).

Technology used for learning purposes is known as media (Mahnun, 2012). If the media used is optimized, then the benefits will be felt. The advantage of audio-visual media is that it can clearly present written and spoken messages, involve the senses, and overcome space limitations. The Creative Economy Agency (Bekraf) has recognized that visual communication design is a rapidly growing field (Rahmasari &; Yogananti, 2021). One application that can be used to create learning designs or audio-visual content is Canva. With Canva, we can create alternative learning

media designs, both for free and paid. The website can be accessed at www.canva.com. Through Canva, we can find various templates that can be used for graphics, infographics, logos, brochures, flyers, presentations, cards, newspapers, letterheads, documents, videos, worksheets, and so on. Using the Canva app includes creating designs, choosing backgrounds, adding text, editing backgrounds, and sharing or downloading designs created.

To create a design, we can use the Canva application. Canva is an online application that allows us to create graphic designs for various purposes, such as posters, certificates, and greeting cards. In addition, Canva can also be used to edit photos (Purwati &; Perdanawanti, 2019). The design has a vital role in the success of a marketing campaign. Unique and attractive designs are often found in social media and television advertisements. The primary purpose of such designs is to create brand awareness and attract the attention of buyers. However, for those who are less expert in using programs like Photoshop or Corel Draw, Canva is the best solution. With Canva, we can bring designs to life without installing the app first. The "drag and drop" feature in Canva allows us to quickly create different types of designs.

The Canva application is a helpful tool for creating attractive designs so that users can easily create various artistic design formats, from greeting cards, stickers, and brochures, to presentations. Canva is currently available in various forms and can be accessed through various websites. The history of Canva began in 2012, precisely on January 1, when this application was first launched. Canva was founded by Melanie Perkins, founder of Fusion Books, a leading Australian book publisher. In the first year of its launch, Canva reached a record of 750,000 users (Pratiwi et al., 2020). Five years later, in 2017, Canva started making significant profits. They have about 200 employees working in their offices in Australia

and San Francisco. With over 294,000 users at the time, Canva's most significant revenue comes from premium users. As of 2017, Canva has covered 169 countries and has 10 million users.

The Canva application can be used via cell phone or laptop. Its use is easy for teachers and students of elementary schools or Madrasah Ibtidaiyah as one of the learning media. Here are the steps to use the Canva app. Teachers can use the Canva app to create their desired design by following these steps.

1. Download the Canva app through the Play Store.
2. Create an account in Canva by opening the Canva app. Users will be given the option to sign up through Facebook, Google or continue with an email address. Follow the steps shown.
3. Create designs using Canva. The Canva app provides a variety of attractive templates that teachers and students can use. Users can use those templates and change the text or images as needed. Click on the selected design, and then the "Edit" option will appear on the design. Click "Edit" to change text, text style, text size, and add images, videos, and colors.
4. Save the design result. Click on the downward-pointing arrow icon in the top right corner. Once clicked, the users' design will automatically be saved in a gallery or file.

Linguistically, Fiqh means "to know or understand." This understanding is based on one of the verses in the Quran, which means: "... and their hearts have been locked to death, and they do not know" (QS. At-Tawbah: 87). In terms of "fiqh" there are differences of opinion among competent figures in the field of education. Abdul Wahab Khalaf defined Fiqh as the laws of sharia, which are practical and derived from detailed propositions. Ahmad Shafi'i Karim explained the understanding of Fiqh as a science that studies Islamic Shari'a

that is practical which comes from the detailed postulates in the science. Muhammad Khalid Mas'ud explained the understanding of Fiqh as a discussion of the original law and practice contained in Islamic law. The understanding of fiqh learning is a process of interaction between teachers and students to develop knowledge and skills in theory and practice about Islamic Shari'a.

Learning has the following essential functions:
1. To instill the values and awareness of students' worship of Allah SWT., as a guideline to achieve happiness in the afterlife.
2. To familiarize the practice of Islamic law with students in schools and environments.
3. To form discipline and social sense in schools and communities
4. To strengthen faith and devotion to Allah SWT and instill the morals of students as optimally as possible, continuing the efforts that were first made in the environment within the family environment.
5. To build students' mentality to adjust to their physical and social environment.
6. To correct mistakes and weaknesses of students in implementing worship and *muamalah* in daily life.
7. To equip students in Fiqh or Islamic law to continue their education to a more advanced level.

The objectives of Fiqh learning are as follows:
1. To provide basic skills to people to learn and to develop life as (1) a Muslim who believes and is God-fearing and has good morals, and (2) citizens who have personality, believe in themselves, and are physically and spiritually healthy.
2. To foster citizens' learning to have experience, knowledge, worship skills, and commendable attitudes useful for their personal development.
3. To prepare citizens to study for further education at a higher level of education.

The scope of Fiqh includes three broad dimensions, namely:
1. The dimension of fiqh knowledge includes the fields of worship and muamalah. Fiqh knowledge material in this field includes *taharah* (purity), prayer, dhikr, fasting, Hajj, Umrah, food, drink, halal and haram animals, *qurban*, and *aqiqah*.
2. The fiqh skill dimension includes the skills to perform compulsory worship, choose and consume halal food and drinks, carry out muamalah (human relations) activities based on Islamic law, and lead and maintain the environment.
3. The fiqh value dimension *includes* inhibition to Allah, including *ta'abud* (worship), and the development of religious values, discipline, self-confidence, commitment, norms and morals, values of justice, democracy, tolerance, and individual freedom.

Fiqh learning is an integral part of the curriculum of Islamic educational institutions. The fiqh material includes ubudiyah, muamalah, munakahat, jinayah, and others.

The elaboration of the field of fiqh studies from the dimension of fiqh knowledge and skills can be explained as follows:
1. Dimensions of worship include performing taharah or purification, performing obligatory prayers, performing adhan and iqomah, performing Friday prayers and types of Sunnah prayers, fasting, zakat, performing sadaqah from infaq, understanding Islamic law on food and drink, understanding the provisions of aqiqah and qurban, understanding Hajj and Umrah, performing dhikr and prayers, and performing circumcision.
2. Mumalah dimensions include understanding trade terms, borrowing and leasing, wage terms, usury provisions, and the terms of the found goods.

From the above dimensions and the scope of study of fiqh subjects above, it can be concluded that the primary purpose of learning Fiqh is the mastery of theoretical material and the practice of worship and muamalah following Islamic law. Fiqh learning is a process that teaches students how to understand the basic principles of Islamic law fully, both stated as *aqli* and *naqli* postulates (Masykur, 2019).

In order to be able to apply and practice Islamic sharia properly, it is intended that this knowledge and understanding become a guide for life in individuals' personal and social interactions. This behavior is anticipated to promote adherence to Islamic law, discipline, and high social responsibility in private and public life. Teachers must certainly have communication skills to convey learning information that can achieve learning objectives effectively and efficiently to instill awareness in students to use the knowledge they gain because the purpose of the topic must be implemented in everyday life.

Therefore, every learning activity needs to be developed and studied to be more focused (Masyhadi, 2021).

Fiqh subjects in elementary schools or madrasah Ibtidaiyah aim to guide and assist learners in understanding the fundamental principles of Islamic law and the process of practicing them in daily life. Through this learning, it is hoped that students will become Muslims who fear carrying out Islamic sharia *kaaffah* or perfect (Imam Mutaqin et al., 2022).

METHOD

This research is designed into four stages as follows: initial analysis, material identification, product preparation, and finally, experimentation. The trial was conducted on students at SDI Matsaratul Huda Panempan Pamekasan. Qualitative and quantitative data were obtained from the results of development and design trials. The trial used the classroom action research approach with a spiral model, as shown in Figure 1.
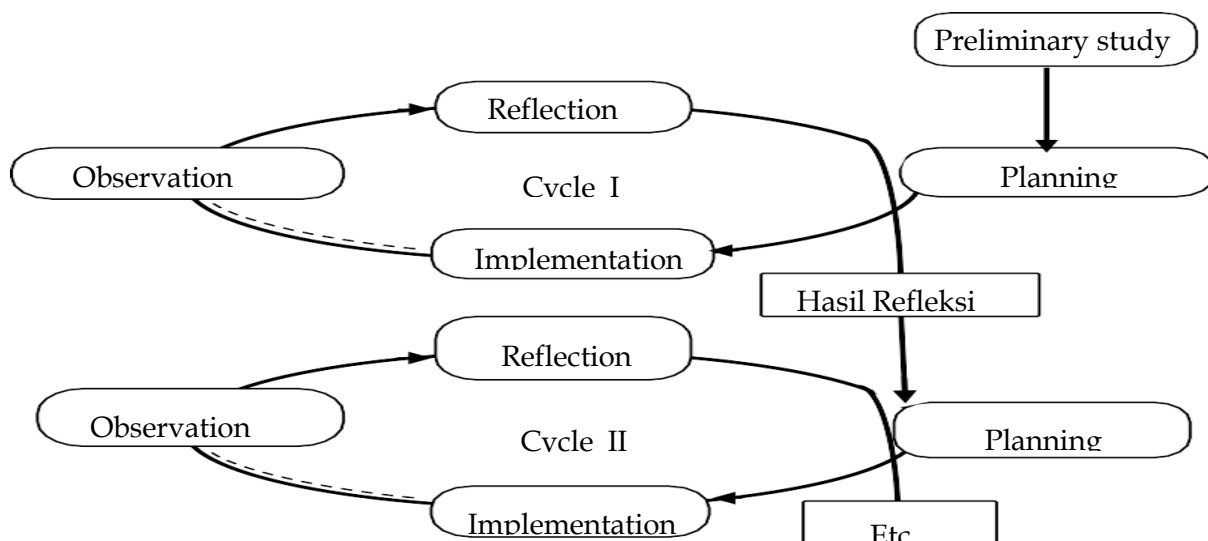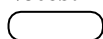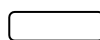

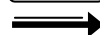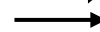**Figure 1**. Design of the PTK Model Used
Notes:

⬭ : Action

▭ : Further actions
⇒ : Concurrent processes
→ : Activity stages

A category scale was used in the data interpretation, which is a reference to determine whether the learning process that has taken place can be categorized as successful or not. These achievement categories are presented in Table 1 below:

Table 1. Intrepretasi Kelayakan

Achievement	Category	Notes
84,1%-100 %	Excellent	Succeed
74,1%-84%	Good	Succeed
64,1%-74%	Good enough	Succeed
54,1%-64%	Less good	Fail
$\leq 54\%$	Very less good	Fail

RESULTS AND DISCUSSION
Preliminary Study Results
Initial studies in preparing audio-visual-based fiqh learning designs with the Canva application were obtained through questionnaires. Information obtained showed that students strongly agreed to use audio-visual-based Fiqh learning media with the Canva application. Using Canva needs to be done because it can add to the attractiveness of the presentation of the subject matter and increase student motivation to learn, especially since learning is online. In addition, it is also one of the reasons for developing Canva application-based Audio visual learning media, besides other reasons that learning since the Covid-19 pandemic and until now is often carried out online using applications that are easily accessible to students and teachers.

Feasibility of Learning Media Design
Canva application-based audio-visual media needs to be validated first before use. The results of the expert assessment are as follows:

Table 2. Expert Assessment Results

Aspects	SCORE					Σ Weight	Σ Item	Σ Max	Percent (%)
	1	2	3	4	5				
Audiovisual	0	0	1	7	3	46	11	55	83,6
Content completeness	0	0	0	3	1	17	4	20	85
Design completeness	0	0	1	2	0	11	3	15	73,3
Design attractiveness	0	0	0	1	1	9	2	10	90
Total						**83**	**20**	**100**	**83**

The results of the assessment of these aspects are as follows:

$$P = \frac{\text{Gain score}}{\text{Max. score}} \times 100\%$$

$$P = \frac{83}{100} \times 100\%$$

$$P = 83\%$$

The results of expert assessments on audio-visual-based media design with the Canva application obtained a percentage of 83 percent, which means that the design results

are suitable for use in schools where trials. Before the learning media design is used in the experiment class, trials are carried out in limited classes as material for improvement. The results of student assessment on a limited basis, are presented in the following table:

Table 3. Limited Assessment Results

Aspects	SCORE					Σ Weight	Σ Item	Σ Max.	Percent (%)
	1	2	3	4	5				
Content completeness	0	0	10	54	85	671	9	900	74,56
Design attractiveness	0	0	12	35	62	486	6	600	81
Total						**1157**	**15**	**1500**	**77,13**

The percentage of trial score results seen from the media aspect, namely:

$$P = \frac{\text{Gain score}}{\text{Max. score}} \times 100\%$$

$$P = \frac{1157}{1500} \times 100\%$$

$$P = 77,13\%$$

Based on the results of student responses in Table 3, it can be concluded that audio-visual-based learning media with the Canva application is feasible, with a percentage score of 77.13 percent. These results are categorized as good. The learning media design has a positive reception from students regarding content and appearance, allowing its use in schools as part of trials.

Field trials were conducted at one of the elementary schools in Pamekasan. This study conducted the trial site on SDI Matsaratul Huda Panempan Pamekasan grade V students. In this trial, a classroom action research model was used. The stages in this planning process are as follows.

First, log in to their Canva account. The initial step in using this application is to visit the www.canva.com site and then log in using the account that has been registered. In addition, they can also log in with a Google account, Facebook, or email address that has been created before. After that, designing learning media on Canva can be done. The start page/log-in display is shown in Figure 2 below.
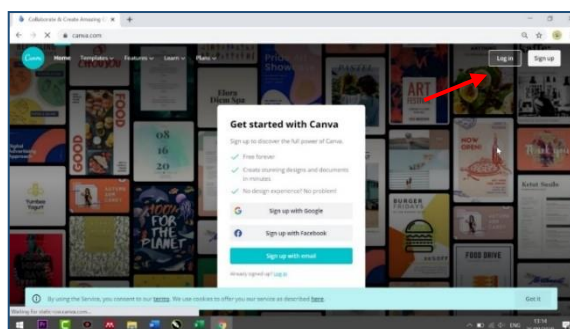

Figure 2. Canva Initial Look

Second, choosing a template to start the design. After successfully logging in, the main page will appear. We can design by selecting the "*create a design*" menu, as marked in the following image. After that, select the type of visual presentation template

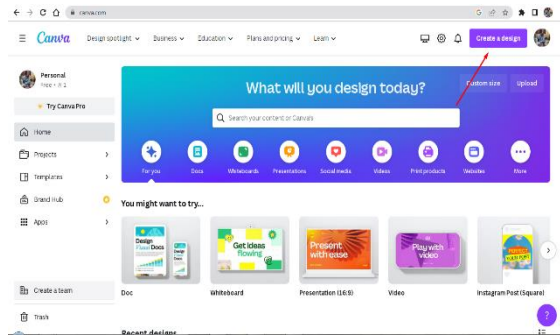to use. This page view can be seen in Figure 3   below:

Figure 3. Display Template Options on Canva

In this study, what will be developed is an audio-visual-based learning design, then the presentation template is chosen. Many presentation templates are prepared in Canva, but one of the technology template's backgrounds was chosen for research purposes. Choosing a background is the first process in this section. There are two menus to choose from: "Photos" and "background," seen as follows:
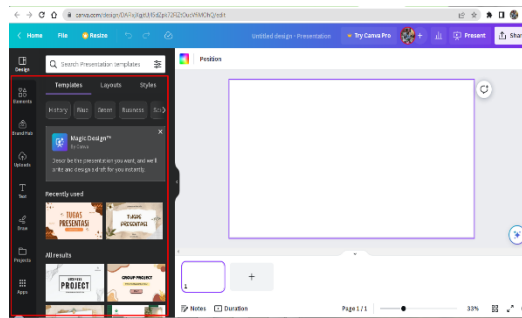

Figure 4. Display Photo Options and Background Template

Third, text addition is done by two methods: first, using the text already available in the Canva template, and second, manually selecting through the text menu, as shown in Figure 5 below:
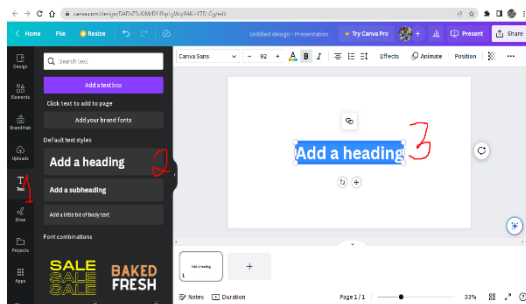
Figure 5. Display Photo Options and Background Template

Related to the text, we can change the size, color, model, and other variations, as shown in the red box in Figure 6 below:
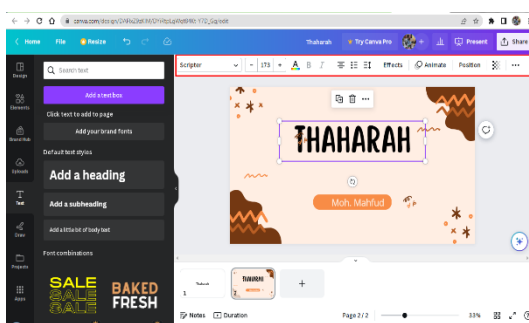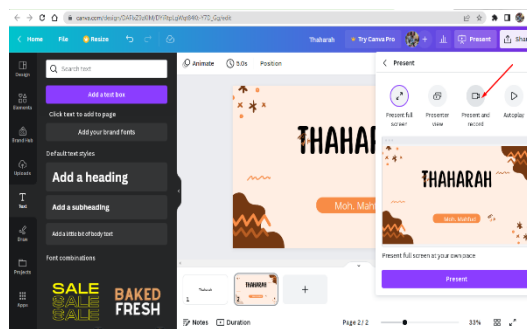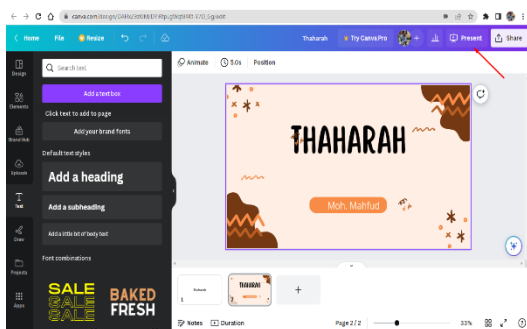

Figure 6. The View of Adding Text

Fourth, the addition of audio-visual elements is carried out. In this process, the researcher shows his face while explaining the material's content on the learning media being designed, following the steps shown in Figure 7.
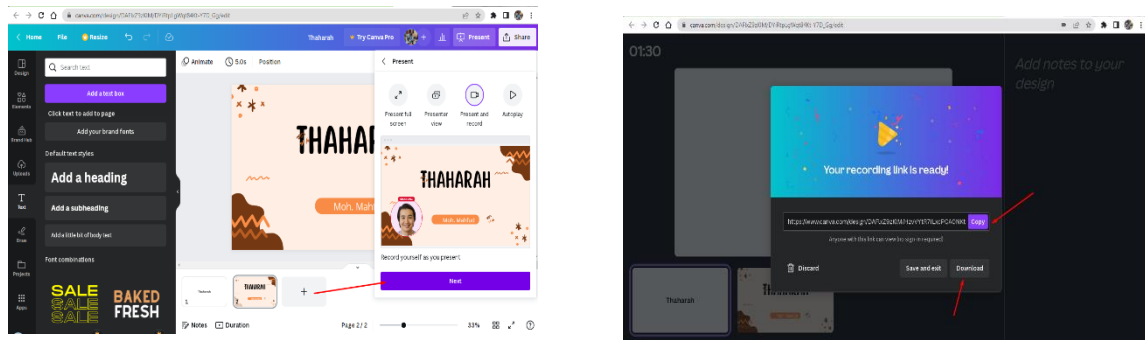
Figure 7. Steps to Add Audio Visual

The arrowed part of this image serves as the first step in the audio-visual design process by selecting the appearance of the arrowed area. This section leads us to enter the recording study section, where audio-visual recording is carried out. At this time, the recording process is underway, during which faces are displayed on the presentation slides while giving explanations of the material. The "pause" and "end recording" buttons are available in this section.

After the recording process is complete, a link will appear as the address of the design results that have been done. The link can be copied and shared with students through online class groups to watch audio-visual design results and as a marker that the design process has been completed.

Fifth, after the completion of the design process, the results can be downloaded and saved in offline file format. However, design files can also be saved automatically. Select the "Download" menu in the screen's upper right corner to download. In addition, the second option is to use the down arrow key (for more details, see Figure 8).
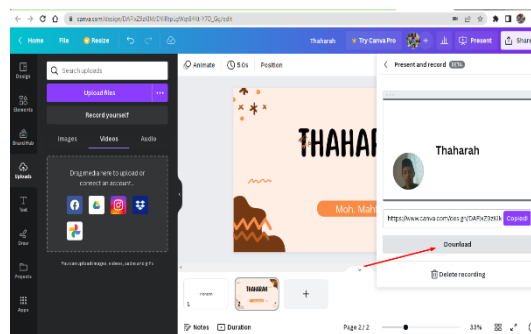
Figure 8. Download Design Results

Field Trial Phase

Field trials were conducted to measure the effectiveness of using the Canva-based audio-visual learning media design results on SDI Matsaratul Huda Panempan Pamekasan grade V students. Trial activities are carried out through *pretest* and *posttest* so that the effectiveness of the process and design results can be known. The trial results show that using Canva application-based Audio-visual learning media is categorized as successful (see Table 4).

Table 4 shows that the average learning outcome of cycle 1 was 66.25 percent, and cycle 2 was 81 percent. Thus, there is an increase in student learning outcomes so that students who are tested samples more easily understand fiqh material using Canva application-based audio-visual learning media in the 'good' criteria.

Table 4. Test Results in Cycle 1 and Cycle 2

Students	Nilai rata-rata			Note
	Cycle 1		Cycle 2	
	A (%)	B (%)	(%)	-
24 people	60,3	72,2	81	
Total	66,25		81	Excellent

Source: Data processing results, 2023

Discussion

Attractive and well-designed learning media plays a pivotal role in the success of the learning process. By capturing students' interest and focusing their attention on the subject matter, these media contribute significantly to effective learning outcomes. Learning media can enhance teaching and learning in several ways. It can increase student engagement (Mateer, 2023). Attractive learning materials can spark curiosity and enthusiasm among students. When students are engaged, they are more likely to invest time and effort in the learning process. The heightened engagement can lead to better retention of information and improved overall understanding of the subject matter. It also enhances the focus and attention of students (Yuliansih et al., 2021). Well-designed learning media can help channel students' attention toward essential concepts and ideas. Visual elements, such as graphics, illustrations, and multimedia, can serve as focal points that guide students through the content, ensuring that they focus on the most critical aspects of the subject. Next, it strengthens memory retention (Muhamad et al., 2023). Aesthetically pleasing and well-organized learning materials are often memorable. Visual cues and appealing designs can create stronger associations in students' minds, making

recalling information during assessments and beyond more straightforward.

Then it also improves motivation to learn (Puspitarini et al., 2019). When students encounter visually engaging learning materials, they may be more motivated to participate in the learning process actively. The sense of accomplishment and satisfaction derived from understanding and interacting with well-presented content can further fuel their motivation to learn. Finally, it enhances a positive learning experience (Ariesta, 2019). Learning in an environment enriched with attractive media can create a positive and enjoyable learning experience. Students are more likely to associate positive emotions with the subject, the learning process, and the educator, leading to a more favorable attitude toward learning.

Furthermore, developing a curriculum incorporating such engaging materials relies on the teacher's ability to create and enhance learning media, thereby elevating the quality of education to achieve desired learning goals (Rusdiana et al., 2021). This ability represents a critical dimension of a teacher's professionalism, further emphasizing the multifaceted nature of effective teaching (Kholis &; Murwanti, 2019).

The Canva application is identified as a valuable tool for crafting learning media due

to its user-friendly interface and an array of customizable templates. The ease of use and versatility of Canva empower educators to design materials that convey information effectively and resonate with students, evoking a sense of happiness and interest in the learning process. This resonates with the notion that learning materials should be informative, engaging, and appealing to diverse learning preferences. The assertion that students comprehend subject matter more readily when exposed to exciting and appropriate learning media echoes the idea that a dynamic and visually rich environment enhances understanding (Sutarno, Erwan &; Mukhidin, 2013).

Drawing from the Cone of Experience theory, the discussion underscores the importance of sensory experiences in knowledge acquisition, particularly sight and hearing. The theory posits that these senses play a fundamental role in learning, with around 50 percent of knowledge derived from them. Incorporating multimedia that combines visual and auditory elements is suggested as an effective strategy to facilitate students' comprehension, competence, and overall understanding of the subject matter (Said, 2016). This supports the rationale behind using multimedia-rich materials to enhance learning, as they leverage students' inherent sensory inclinations.

Empirical evidence from the study's results confirms the significance of audio-visual-based learning media in traditional face-to-face and modern online learning contexts. The study's findings reinforce the assertion that well-designed multimedia materials are pivotal in enabling effective teaching and learning experiences. The media's feasibility is evaluated through various criteria, including attractive design and the clarity of material presentation, indicating a holistic approach to media assessment. Moreover, the role of the teacher in crafting appropriate and comfortable learning media is highlighted as crucial, indicating the need for educators to tailor

materials to their students' needs, thereby enhancing their understanding and engagement (Rokhayani &; Utari, 2014).

Overall findings of the current study showcase the importance of creating engaging and visually appealing learning media in fostering successful learning experiences. This involves the teacher's ability to skillfully develop and employ multimedia materials, supported by tools like Canva, to align with students' interests and learning preferences. The interplay of sensory experiences and the value of audio-visual media are underlined, further underscoring the need for interactive and multimedia-rich content. The study's outcomes demonstrate the pivotal role of such media in both traditional and online learning environments, ultimately emphasizing the educator's role in designing materials that optimize learning engagement and comprehension.

CONCLUSIONS AND RECOMMENDATIONS

The research findings demonstrate the practicality and effectiveness of utilizing the Canva application for Fiqh learning. The application is a valuable tool for both students and teachers, facilitating learning experiences in both face-to-face and remote settings. Incorporating the Canva application in audio-visual-based Fiqh instruction introduces a novel approach to enhancing productivity and creativity within Fiqh subjects. This study underscores the significance of embracing innovative technologies in educational practices, ultimately contributing to the evolution of teaching, and learning methods.

To facilitate the optimal integration of the Canva application in Fiqh education, a concerted effort from educational stakeholders—comprising institutions, administrators, teachers, and students—is imperative to actively advocate for and adopt online and non-face-to-face learning methods. Furthermore, the Canva application is freely accessible, ensuring teacher proficiency in

effectively incorporating its functionalities into instructional practices necessitates the provision of ample training resources. Finally, a collaborative commitment from principals, teachers, and students is encouraged to harness the maximum potential of online media for educational pursuits, ensuring uninterrupted learning, particularly in challenging scenarios, and furnishing an interactive and captivating avenue for delivering Fiqh lessons.

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