



Development of Canva Application-Based Technology in Al-Qur'an Hadith Learning for Class X at MA Ma'arif 06 Seputih Raman

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ABSTRACT

Canva is one of the online design programs that offers various advanced features in creating learning media, one of which is. Even an account for Canva Education specifically for students and educators is available. Currently, we need to realize the importance of technology for the nation's future generations and they are Gen Z who may still be in school. The purpose of this study is to develop technology based on the Canva application in learning the Al-Qur'an Hadith for class X at MA Ma'arif 06 Seputih Raman. This study uses the Research and Development (RND) method and chooses one of the RND models, namely ADDIE. As the name implies, ADDIE is passed through several stages of analysis, design, development, implementation and evaluation. Based on the research that has been carried out, a conclusion has been drawn, namely that this video-based learning media is suitable for use as a learning medium in the Al-Qur'an Hadith subject for class X. The product that has been developed in class X of the Al Qur'an Hadith subject is a video based on the Canva application. Before developing the media, the researcher gave a pretest question which aimed to see the development and differences of students when using the learning media that the researcher developed. The developed video was shown via an LCD projector, students were asked to listen and after the video was finished, a group discussion was held. The results of the media and material validation questionnaire showed results with a very feasible category. From the learning results using the pretest posttest, the average difference in value was 33.46. From the average pretest value of 51.81 and the posttest value was 85.27. So it is concluded that the video learning media based on the Canva application is feasible to be developed.

Toywords: Canva, Technology, Al Qur'an Hadith

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INTRODUCTION

Education is a necessary right for every person in any country. Considering that education is one of the important elements in human development, the government always tries to seriously address education problems. For that, there is always development in the world of education that is inseparable from the goals of creative and effective learning. (Wijaksono and Prima 2022) Science develops day by day along with the development of technology and information. To improve the quality of education to be able to compete with other developed countries, the presence of competent and professional teachers is one of the requirements that must be met. (Effendi and Wahidy 2019)

According to Webster Dictionary, it means systematic treatment or handling something systematically, while "techne" as the basis of technology means art, skill, science or expertise, skills, knowledge. (Arif 2012) Educational technology is a complex and integrated process that involves people, procedures, equipment and others to find or solve a problem that concerns all aspects of learning. (Prihartana et al. 2022) The increasingly rapid development of information technology in the current era of globalization cannot be avoided in its influence on the world of education. (MA 2021) Global demands require the world of education to always and consistently adapt 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. (2020) Therefore, it is only right that the world of education itself utilizes technology to support the implementation of learning. (Sustainable 2018) One of the applications that has emerged in the world of technology is Canva. Canva is an online design program that offers a variety of features for presentations, resumes, videos, brochures, booklets, graphics, infographics, banners, bookmarks, newsletters, and more. (Adi 2020) The types of presentations available on Canva include creative, educational, business, advertising, and technology presentations. (Tanjung and Faiza 2019)

Madrasah is a continuation of the old-style pesantren education system, modified according to the model of organizing public schools with a classical system. Students receive religious knowledge as a basis for religious knowledge, they are also given general knowledge as a complement. This is the characteristic of madrasah when it was first established in Indonesia around the end of the 19th century or the beginning of the 20th century. (Ahmad 2022) Regarding the solution issued by the Ministry of Religious Affairs of the Republic of Indonesia in responding to the industrial revolution 4.0 by issuing the Vocational Madrasah Aliyah Program and the Skills Madrasah Program. In Madrasah Aliyah Ma'arif 06 Seputih Raman, there are 4 skill programs, namely fashion skills, automotive skills, electrical skills and digital marketing skills. Among the four types of skills taught, digital marketing stands out with various achievements and great potential in the current job market.

Based on initial observations made by researchers to Al Qur'an Hadith subject teachers regarding the learning media that have been used by these subject teachers, there are still many weaknesses such as printed book media, because the Al Qur'an Hadith learning process only uses the lecture method and if you want to use an LCD projector at MA Ma'arif 06 Seputih Raman due to the age factor of the subject teacher who is already advanced, then you cannot use the LCD if you can, you must be accompanied by another teacher. According to the National Education Association (NEA), this has a different meaning. Media is a form of communication and its devices, both printed and audiovisual. Media must be able to be manipulated, seen, heard, and read. (Kharissidqi and Firmansyah 2022) The advantage of learning media for students is that it allows them to work creatively and become active students in trying to realize something from the

discussion.(Ancient 2022)

According to the subject teacher of Al Qur'an Hadith in the learning, a learning method that has an appeal to Gen Z such as the students is needed, of course, which can provide a new atmosphere and can make students not bored in participating in learning. Learning materials consist of several aspects including (knowledge), knowledge, (skills), skills, and (attitudes) attitudes or values.(Putra and Idawati 2017)In addition to the material that must be interesting, the lessons of the Qur'an and Hadith require media that support learning. The purpose of this development research is to develop the technology available at MA Ma'arif 06 Seputih Raman, namely with the Canva application which is used as a learning medium for the Qur'an and Hadith.

If we look at previous research conducted by Anggy Dwi Nur Safitri entitled "Utilization of the Canva Application as a Learning Medium at SMP Negeri 5 Purbalingga". The purpose of this study is to determine and describe the utilization of the Canva application used as a learning medium. This study uses a descriptive qualitative method. The findings of this study found that there was a PAI teacher at SMP Negeri 5 Purbalingga who had used the Canva application as a learning medium from the time of the pandemic until now and it was considered quite effective.(Safitri 2023)Meanwhile, the research conducted by the researcher uses Research and Development research where this research is focused on developing a product that will be given to students. The purpose of this study is to utilize the Canva application in learning the Al-Qur'an Hadith for class X which has never been used in the learning process.

METHOD

The research approach applied is Research and Development (R & D), the researcher conducted this research using the R & D method to bring up a certain product that can test the effectiveness of the product made. In producing a product, a needs analysis is needed in a place.(Waruwu 2024) And the product testing is aimed at testing its effectiveness so that it can function in the research environment.(Haryati 2012)This study uses the ADDIE approach model. This approach model is used as a framework in developing products to be released and improving existing products.(Sutomo and Mashudi 2022)This approach model develops products in several stages. As the name suggests, ADDIE stands for Analysis, Design, Development, Implementation and Evaluations.(Rustandi 2021)In addition, ADDIE provides an illustrative framework that allows the learning process from the analysis stage to the evaluation. If you look at the various literature that explains ADDIE, you will see that in each activity there are different sub-stages depending on your needs.(Hidayat and Muhammad 2021)From the 5 steps of the approach, it can be explained starting from the analysis stage.

This development research was conducted in class X MA Ma'arif 06 Seputih Raman which consisted of 52 students. Large-scale trials are the implementation stage in the development of products that have been made and tested by media experts and material experts, so that they are ready to be displayed to students in class. In this study, data collection used several methods including observation including observations of madrasahs and classes, especially class X, interviews including the head of the madrasah then teachers of the Al Qur'an Hadith subjects and to students, validation questionnaires and documentation. So the research instruments used consisted of interview guidelines, observation guidelines, validation questionnaire sheets and documentation guidelines.

In the observation activity, the researcher will observe the learning conditions in class with the Al Qur'an Hadith subject teacher. Then the interview is used to ask what problems arise during learning and ask what the expectations are for further learning. The validation questionnaire of media experts and material experts is used as a measuring tool for the feasibility of the product made and determining whether or not the product is revised. Before and after the implementation stage, a test will be held, namely a

pretest and posttest as a measuring tool for the effectiveness of the development of the Canva application in learning the Al Qur'an Hadith in class X so that the difference can be seen before the product is used and after using the product.

The assessment is in the following table:

Table 1 <i>Canva media validation assessment criteria</i>	
Score	Criteria
$0\% \leq x \leq 20\%$	Totally Unworthy
$20\% < x \leq 40\%$	Less Worthy
$40\% < x \leq 60\%$	Quite Decent
$60\% < x \leq 80\%$	Worthy
$80\% < x \leq 100\%$	Very Worth It

After getting the answers and scores from media and material experts, they are then analyzed using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P =Eligibility Percentage

F =total score obtained

N = maximum score amount

Based on the comic validation questionnaire by media and material experts, it can be concluded that the comic is feasible if the assessment score of the assessed aspects is ≥ 61 . If the assessment score of the aspects is $<61\%$, the comic will be revised again. Based on the number of expert validation assessments, the results can be determined.

RESULTS AND DISCUSSION

The research model used in this development is the ADDIE model with the stages of analysis, design, development, implementation, and evaluation.

In the first stage, namely analysis, a problem that arises during the learning of the Qur'an Hadith in class is sought. And the problem is obtained through interviews with the subject teachers of the Qur'an Hadith and through class observation. The next stage is the design stage, at this design stage it begins with determining the material and compiling media specifications and the process flow for making the product. This stage is very important because it is a blueprint for further development. In addition, this design stage prepares validation instruments to assess the products that will be utilized and developed. Researchers began designing products that would be utilized in learning. The media for utilizing the Canva application was made according to the analysis carried out by the researcher before making this design.

Table 2. Design Made

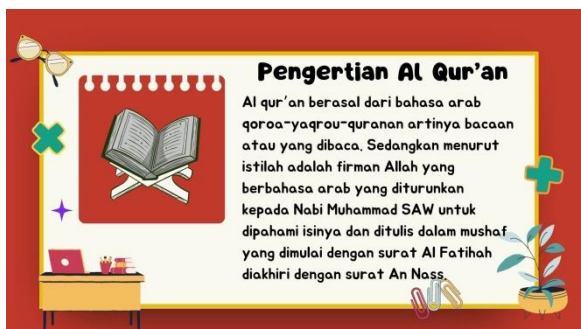
Appearance	Information
Opening screen	



Initial title display



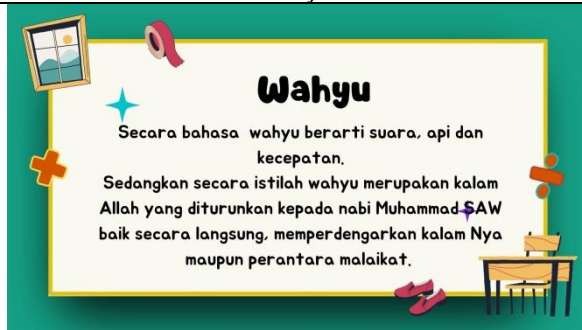
Initial material view



Material view



Material View



After the design is made, the next stage is development, where at this stage the researcher creates a validation questionnaire to be given to media experts and material experts to score the feasibility of a product. Based on the assessment of several aspects, material experts and media experts will give grades so that later we can see whether the material presented is in the appropriate category or not. The product testing flow consists of 3 flows, namely trials with media experts, then trials with material experts and finally trials with students.

The subjects in this trial were 2, namely lecturers from Ma'arif University Lampung as media experts and material experts and the second was class X students at MA Ma'arif 06 Seputih Raman. At the development stage, the researcher analyzed the data results obtained from the validation questionnaire to media experts and material experts. At this stage, it is known that video media based on the Canva application is suitable for use in learning the Al-Qur'an Hadith.

After the development stage, the next stage is implementation., newly developed teaching materials are practiced in realistic settings, and newly developed teaching content is delivered in a manner consistent with pedagogical teaching. The purpose of the implementation stage is to collect data that can be used as a basis for determining whether the developed media is efficient or not. At this stage, the researcher has produced a product and developed it in class within the scope of learning the Al Qur'an Hadith class X in the form of developing technology based on the Canva application in the form of videos.

And the last stage of ADDIE is evaluation where the stage includes the process carried out to see whether the learning application that has been built is appropriate or not. At the evaluation stage the application will be tested to find and fix system or technical errors that may occur. In the evaluation there are 3 assessment processes, namely media aspects, material aspects and learning outcome values (pretest and posttest).

At the analysis stage, data is collected using an open assessment questionnaire to provide criticism, suggestions, input and improvements. The results of this descriptive analysis are used to determine the results of the development in the form of Al-Qur'an Hadith learning media. Data from the questionnaire are qualitative data that are quantified using a Likert Scale with five-level criteria and then analyzed by calculating the average percentage of item scores for each answer to each question in the questionnaire.

1. Results of Learning Media Validation Trial
 - a. Material Validation Test

The validation questionnaire for this material expert is intended to determine the feasibility of the material and the suitability of the material with the learning tools that will be developed and tested on students. The following are the results of the validation questionnaire validated by one of the lecturers of the Islamic Religious Education Study Program, Mr. Ekhwanudin, M.Pd.I. Based on the validation results with the material

validation questionnaire, the results showed a score of 22. So that the final percentage was 91.6%, it was concluded that the material presented in the Canva application video was categorized as very feasible.

b. Media Validation Test

Media expert validation is used to measure the level of feasibility of the product created, namely in the form of a video based on the Canva application. Media expert validation was directly carried out by the validator, namely Dr. Choirudin, M.Pd, who is a lecturer at Ma'arif University, Lampung who has expertise in the field of technology and innovation of learning media. The assessment was taken after several revisions and a score of 28 was obtained, so that the final percentage was 87.5%. So it can be concluded that the learning media created is categorized as very feasible.

Table 3Expert Validation Results

No	Validation Assessment	Score		Percentage	Criteria
		Amount	Maximum		
1.	Material	22	24	91.6%	Very Worth It
2.	Media	28	32	87.5%	Very Worth It

Source: Processed by researchers

2. Student Response Results to Learning Media

a. Learning Outcome Values (Pretest-Posttest)

From the pretest data obtained from students, the average score was 51.81. While the Posttest value obtained an average of 85.27. And the number of respondents or students studied was 52 people. The Std Deviation (standard deviation) of both was obtained by Pretest of 4.235 and Posttest of 2.773. Then the last is the Std value. Mean Error for Pretest of 0.600 and Posttest of 0.385. Because the average learning value in Pretest 55.81 < Posttest 85.27, it means that descriptively there is a difference in the average learning outcomes. Thus, video learning media based on the Canva application is categorized as feasible to be developed as a learning media for the Al-Qur'an Hadith.

Canva-based video learning media aims to increase students' interest in studying the Al-Qur'an Hadith subject and make it easier for teachers to condition learning. In addition, it can develop and innovate the learning process to be more interesting and effective. The results of this study suggest that this Canva-based video learning media has gone through several stages, one of which is the expert validation stage taken from lecturers at Ma'arif University, Lampung, who are engaged in media and materials. And in this study, Canva-based videos have an effect and are suitable for use in learning the Al-Qur'an Hadith for class X at MA Ma'arif 06 Seputih Raman. This development research uses the Research and Development (RND) research method by choosing the ADDIE approach model. As the name implies, the ADDIE stages consist of several steps including analyze, design, development, implementation and evaluation. The material displayed is of course in accordance with the Al-Qur'an Hadith subject, namely the Al-Qur'an is the Revelation of Allah SWT.

The results of the media expert validation questionnaire analysis by going through several revisions showed that the media was feasible to be developed in learning. With a feasibility percentage of 87.5% and entered the very feasible category. This media

validation was carried out by one of the lecturers of the Islamic Religious Education study program at Ma'arif University, Lampung. From there it can be proven that technology can help the course of education. In line with research conducted by Yesi, Canva is very effective and of course very useful in education circles. (Kartiwi and Rostikawati 2022) Likewise, the results of the analysis of the material validation questionnaire showed that the percentage of 91.6% was said to be in the very feasible category. The material developed was validated directly by one of the lecturers of the Faculty of Tarbiyah and Teacher Training at Ma'arif University, Lampung.

The product that has been developed in class X of the Al Qur'an Hadith subject is a video based on the Canva application. Before developing the media, the researcher gave a pretest question which aimed to see the development and differences of students when using the learning media that the researcher developed. The video that was developed was shown via an LCD projector, students were asked to listen and after the video was finished, a group discussion was held. After the discussion took place, the students had received material about the Al Qur'an is the Revelation of Allah SWT. Before ending the learning, the researcher gave a posttest to see what the average score was obtained by the students.

Based on the results of the pretest and posttest, it was concluded that the learning media was suitable for use and had an impact on student learning. Because the average learning value in the Pretest $55.81 < \text{Posttest } 85.27$, it means that descriptively there is a difference in the average learning outcomes. Thus, the video learning media based on the Canva application is categorized as successful to be developed as a learning media for the Al-Qur'an Hadith.

CONCLUSION

Based on the results of the analysis of the discussion of the research above, it can be concluded that the development of technology based on the Canva application in learning the Al Qur'an Hadith for class X is feasible and has been successfully developed at MA Ma'arif 06 Seputih Raman. Based on the findings of the study, video making went through several stages of making, starting from needs analysis, design making to validation to media experts and material experts, then developed or tested after that ending with an evaluation of the developed video.

Evaluation from media experts showed a percentage of 87.5% and material experts 91.6% of both categorized that the video was very feasible to be developed. And the results of the pretest posttest of students had a difference in average scores from before to after using the video media. This shows that the development of technology based on the Canva application in learning the Al Qur'an Hadith in the form of videos has been successfully developed as a learning medium.

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