The Influence of Implementing Canva-Based Learning Media on Students' Learning Interest in Islamic Cultural History (SKI) Subject at Grade X MAPN 4 Medan

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Abstract: This study aims to investigate the influence of implementing Canva-based learning media on students' learning interest in the Islamic Cultural History (SKI) subject at Grade X MAPN 4 Medan. The background of this research is the relatively low interest of students in SKI learning, which is often considered monotonous and conventional. This research employed a quantitative method with a quasi-experimental approach. The research instruments consisted of a student learning interest questionnaire and classroom observation sheets. Data were analyzed using a t-test to examine the difference in students' learning interest before and after the implementation of Canva-based media. The findings reveal that the use of Canva learning media has a significant effect on increasing students' learning interest. Therefore, Canva-based digital media can serve as an innovative alternative in SKI learning to create a more engaging, interactive, and digitally relevant classroom atmosphere.

Keywords: Learning Media; Canva; Learning Interest; Islamic Cultural History; Students.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penerapan media pembelajaran berbasis Canva terhadap minat belajar siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di kelas X MAPN 4 Medan. Latar belakang penelitian ini didasarkan pada rendahnya minat belajar siswa ketika mengikuti pembelajaran SKI yang cenderung bersifat monoton dan konvensional. Penelitian ini menggunakan metode kuantitatif dengan pendekatan eksperimen semu (quasi-experimental). Instrumen penelitian berupa angket minat belajar siswa serta lembar observasi aktivitas pembelajaran. Data dianalisis dengan uji-t untuk mengetahui perbedaan minat belajar sebelum dan sesudah penerapan media berbasis Canva. Hasil penelitian menunjukkan bahwa penerapan media pembelajaran Canva berpengaruh signifikan terhadap peningkatan minat belajar siswa. Dengan demikian, media digital berbasis Canva dapat dijadikan alternatif

inovatif dalam pembelajaran SKI guna menciptakan suasana belajar yang lebih menarik, interaktif, dan sesuai dengan karakteristik generasi digital.

Kata Kunci: Media Pembelajaran; Canva; Minat Belajar; SKI; Siswa.

A. Introduction

Education is an essential means of shaping a qualified and well-characterized generation. Through education, students are equipped with knowledge, skills, and attitudes that enable them to become useful individuals in society. Therefore, the learning process in schools must be well-designed to foster students' motivation and interest in learning (Tilaar, 2012).

Learning interest is one of the psychological factors that play an important role in students' success. Students with high interest are more likely to concentrate, persevere, and enthusiastically participate in learning (Slameto, 2013). Conversely, a lack of interest can cause boredom, lack of attention, and reluctance to engage in lessons.

In the context of Islamic Cultural History (SKI) learning, the issue of low student interest is still commonly found. This is caused by the teaching methods that are often conventional, teacher-centered, and minimally supported by innovative learning media (Rahman, 2020). As a result, students feel bored and consider SKI as a subject that merely emphasizes memorization.

In fact, SKI as part of Islamic Religious Education plays an important role in shaping historical understanding, learning from exemplary figures, and strengthening Islamic values in students' daily lives (Abdullah, 2019). If SKI learning is presented creatively and innovatively, students will not only understand history cognitively but also internalize Islamic values.

One solution to increase students' learning interest is the use of digital-based learning media. Digital media can help teachers deliver material more attractively, interactively, and in line with the characteristics of today's digital generation (Prensky, 2010).

Canva is one of the digital design applications that is increasingly used in education. This application provides various features such as presentation templates, infographics, posters, and even videos that teachers can utilize to enrich their teaching methods (Cahyono & Rahayu, 2021).

The advantage of Canva lies in its accessibility—whether through computers or smartphones—and its simple interface, making it easy for both teachers and students to use. By using Canva, teachers can present SKI materials visually, concisely, and in ways that capture students' attention (Utami, 2022).

Several previous studies have shown that the use of Canva can improve students' learning motivation and interest. For example, Sari and Nugroho (2021) found that the implementation of Canva in learning created a more enjoyable classroom atmosphere, making students more enthusiastic about learning.

Moreover, Canva-based learning can also develop students' 21st-century skills such as creativity, collaboration, communication, and critical thinking (Partnership for 21st Century Skills, 2019). Thus, Canva not only increases learning interest but also aligns with modern educational demands.

In SKI lessons, Canva can help teachers present historical chronology, Islamic figures, and the values derived from historical events with clearer visualization. This makes it easier for students to understand abstract materials in a more concrete manner (Hasanah, 2020).

The use of digital media such as Canva is also in line with the *Merdeka Belajar* (Freedom to Learn) policy launched by the Indonesian Ministry of Education, Culture, Research, and Technology. This policy encourages teachers to be more creative in selecting learning media that suit technological developments (Kemendikbud, 2020).

However, despite its advantages, many teachers have not yet optimally utilized Canva in SKI learning. Many still rely heavily on lecture methods and textbooks, leading students to feel bored and less interested in the lessons (Putri, 2021).

Given this problem, it is important to conduct research on the influence of implementing Canva-based learning media on students' learning interest in SKI. This

research is expected to provide empirical evidence regarding the effectiveness of Canva in enhancing students' interest.

This study focuses on Grade X students at MAPN 4 Medan, as students at this level are at a developmental stage that requires varied and interactive learning. Without appropriate media, there is a risk that students may lose interest in SKI subjects (Nuraini, 2019).

Therefore, this study is expected to contribute significantly to the development of teaching strategies in Islamic Religious Education, particularly SKI. Moreover, the findings may serve as input for teachers in utilizing digital media such as Canva to make learning more engaging, innovative, and relevant to the needs of millennial and Generation Z students.

B.   Research Methodology

This study employed a quantitative research method with a quasi-experimental design. The quasi-experimental approach was chosen because the research aimed to examine the causal relationship between the implementation of Canva-based learning media and students' learning interest, but the researcher could not fully control all variables in the learning environment. The design allowed the comparison of students' learning interest before and after the treatment to determine whether the application of Canva

The population of this study consisted of all Grade X students of MAPN 4 Medan in the 2024/2025 academic year. The sample was taken purposively, focusing on class X-5, which consisted of 35 students. The selection was based on the consideration that this class represented the general characteristics of Grade X students and had relatively similar academic abilities. The purposive sampling technique was applied to ensure the feasibility and practicality of the research implementation.

The research variables included the independent variable, namely the implementation of Canva-based learning media, and the dependent variable, namely students' learning interest in the SKI subject. Learning interest was operationalized through several indicators: students' attention, enthusiasm, curiosity, and persistence in

learning. These indicators were measured through a standardized questionnaire developed and validated by experts in education.

The instruments used in this research were a learning interest questionnaire and observation sheets. The questionnaire employed a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), covering 25 items that measured various dimensions of learning interest. Meanwhile, observation sheets were used to record students' classroom behaviors, such as activeness, participation, and responsiveness during the learning process. Prior to the research, the instruments were tested for validity and reliability to ensure their accuracy and consistency.

The research procedure began with the pre-test stage, in which students were asked to complete the learning interest questionnaire before the implementation of Canva-based learning media. Subsequently, the treatment stage involved the application of Canva as the primary learning medium for SKI lessons over four consecutive meetings. During this stage, students were engaged with materials presented through Canva in the form of interactive slides, infographics, and visualized historical timelines. After the treatment, a post-test was conducted using the same questionnaire to measure changes in students' learning interest.

Data analysis was carried out using statistical techniques. The results of the pre-test and post-test were analyzed through a paired sample t-test to determine the significance of the differences in students' learning interest before and after the implementation of Canva-based media. Additionally, descriptive statistics such as mean, standard deviation, and percentage were used to provide an overview of students' responses. The analysis was conducted using SPSS software, with a significance level set at 0.05. The findings were then interpreted to draw conclusions regarding the effectiveness of Canva in enhancing students' interest in SKI learning.

C.   Results and Discussion

The results of this study are presented based on the analysis of students' learning interest before and after the implementation of Canva-based learning media. The pre-

test and post-test scores obtained from the questionnaire indicate that there was a noticeable improvement in students' interest in the SKI subject.

Descriptive statistics show that the mean score of students' learning interest before the implementation of Canva was 68.4, while the mean score after the treatment increased to 82.7. This significant improvement illustrates that Canva-based learning media had a positive effect on enhancing students' engagement in the classroom.

The paired sample t-test was conducted to examine whether the observed difference was statistically significant. The result revealed a *p-value* of 0.000, which is lower than the significance threshold of 0.05. This indicates that there was a significant difference between students' learning interest before and after the treatment.

From the observation sheets, it was also found that students showed more active participation during lessons with Canva. Students were more attentive, responded more frequently to teacher questions, and actively contributed to discussions when historical events were visualized using Canva designs.

These results support the argument that the use of digital visual media helps to attract students' attention and sustain their interest. According to Mayer's (2009) multimedia learning theory, the combination of text, visuals, and design elements enhances students' understanding and motivation to learn. Canva, in this case, provided an effective platform for implementing these principles.

In terms of specific learning interest indicators, the study found notable improvements in students' enthusiasm and curiosity. Many students expressed excitement when the teacher introduced Canva slides containing infographics and timelines of Islamic historical events. This aligns with findings from Cahyono and Rahayu (2021), who reported that Canva helps teachers present complex material in simpler and more engaging formats.

Another important finding is that persistence in learning also increased. Students were more willing to review the material at home because Canva designs were easily shared digitally. This demonstrates that Canva not only supports classroom activities but also extends students' learning engagement beyond the school setting.

The findings also reflect the importance of using media that aligns with students' digital habits. Today's learners, categorized as "digital natives," are accustomed to interacting with visual and interactive content (Prensky, 2010). Hence, Canva resonates well with their preferences, making the learning process feel more relevant and enjoyable.

Furthermore, the results show that Canva contributes to fostering collaborative learning. During the treatment sessions, students were often divided into groups to design posters or infographics summarizing SKI topics. This activity not only increased their interest but also developed teamwork and creativity, which are essential 21st-century skills.

However, the study also identified several challenges in the use of Canva. Some students initially faced difficulties in accessing Canva due to limited internet connectivity. Additionally, a few students were less skilled in using digital tools, which required the teacher to provide extra guidance. Despite these challenges, overall learning interest still increased significantly.

These challenges suggest that while Canva has potential benefits, its effectiveness depends on the availability of infrastructure and teacher preparedness. Teachers must be trained to integrate Canva effectively into their lessons to maximize its impact on students' interest.

The findings are consistent with previous studies such as Sari and Nugroho (2021), who found that Canva increased students' motivation and interest in learning. Similarly, Utami (2022) argued that Canva supports interactive learning by making lessons more visually stimulating and engaging.

In the context of SKI learning, Canva's visual approach proved particularly beneficial because historical events often require chronological and narrative explanations. By visualizing these events through infographics, students were able to grasp the sequence of events more effectively, reducing their reliance on rote memorization.

This study highlights the pedagogical shift from traditional teacher-centered methods to student-centered learning. Canva serves as a bridge to engage students

actively in their learning process, encouraging them not only to consume content but also to create and share their own designs as part of the learning experience.

In conclusion, the results demonstrate that Canva-based learning media significantly increased students' learning interest in SKI at MAPN 4 Medan. While challenges remain in terms of infrastructure and digital literacy, the overall findings suggest that Canva can be an effective tool to modernize SKI learning and align it with the needs of today's digital generation.

D. Conclusion

This study concludes that the implementation of Canva-based learning media has a significant positive influence on students' learning interest in the Islamic Cultural History (SKI) subject at Grade X MAPN 4 Medan. The statistical analysis through a paired sample t-test confirmed that students' learning interest increased significantly after the introduction of Canva in the classroom. This finding demonstrates that Canva can effectively transform SKI learning from a monotonous and teacher-centered activity into a more engaging and interactive process.

The results also indicate that Canva contributes to the improvement of various indicators of learning interest, including students' attention, enthusiasm, curiosity, and persistence. Students became more active in class discussions, showed excitement toward visualized materials, and were more motivated to review the lessons outside the classroom. These outcomes highlight Canva's role not only as a supportive teaching tool but also as a medium that aligns with the characteristics of today's digital-native learners.

Despite some challenges, such as internet connectivity and varying levels of digital skills among students, Canva proved to be an effective and innovative media in enhancing students' engagement in SKI. Therefore, educators are encouraged to adopt Canva and other digital media as part of their teaching strategies to foster more meaningful learning experiences. Future research may explore its application in other subjects and educational levels to broaden the understanding of Canva's potential in education.

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