CHAPTER I
INTRODUCTION

A. Background Of The Study

Education aims to improve the thinking ability of a nation in order to produce a competitive generation in the technological era of the 21st century. As a basic need, education should be applied throughout an individual's life. The importance of education lies not only in knowledge transfer, but also in character building.[1] Thus, education not only produces individuals who have knowledge, but also those who have the ability to interact socially and understand the surrounding environment.

The role of education is very important to develop the potential and abilities of students in order to create a quality and meaningful generation. As stated in Law No. 20 of 2003:

> "Law No. 20 of 2003, concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state."[2]

The significance of education in human life drives ongoing efforts to enhance its quality. A key indicator of this enhancement is the growing number of educational institutions being established. The teaching and learning process, which holds educational value, are a fundamental component of education. The interaction between teachers and students is guided by educational values, as this process is aimed at achieving specific learning objectives. Teachers intentionally design their teaching activities, making use of all available resources to ensure the success of the learning process.[3]

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[1] Alprianti Pare and Hotmaulina Sihotang, "Pendidikan Holistik Untuk Mengembangkan Keterampilan Abad 21 Dalam Menghadapi Tantangan Era Digital," *Jurnal Pendidikan Tambusai* 7, no. 3 (December 8, 2023): 27778–27787.

[2] Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.

[3] Dr Hasbi, *Pendidikan Agama Islam Era Modern* (Penerbit LeutikaPrio, 2019).

One tangible way that teachers utilize resources for effective learning is through the use of learning media. The foundation for incorporating learning media in the teaching process can also be traced back to the Qur'an. This is evident in the words of Allah Swt. in Surah al-Naḥl, verse 44, which states:

وَأَنزَلْنَآ إِلَيْكَ ٱلذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

Meaning: "We have revealed to you the Qur'an, that you may explain to mankind what has been revealed to them and that they may think".[4]

The utilization of learning media is a crucial aspect in the implementation of the teaching and learning process. Learning media makes it easier for teachers to achieve learning objectives, so its preparation and use are the main responsibilities for teachers. Advances in science and technology that continue to develop affect the use of teaching aids in educational institutions. In addition, technological developments in education challenge teachers to remain active in playing a key role in improving students' intelligence in the era of globalization.[5]

Sabariah argued that Islamic Education at the elementary school level plays a crucial role in shaping students' character and morals while also introducing them to fundamental Islamic concepts from an early age. However, a key challenge in teaching Islamic Education is how to deliver the material in a way that is both engaging and effective, ensuring that students grasp it well. One proposed solution is the development of interactive learning media. Such media offer a dynamic and participatory learning experience that can boost student engagement in the learning process. This study focuses on creating and assessing the effectiveness of interactive learning media in enhancing students' understanding of IRE content in elementary schools. Utilizing a classroom action research approach, the development of this media involved collaboration among researchers, IRE teachers, and experts in learning media. The media was then implemented in classroom settings, and its impact was assessed through student comprehension tests and

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[4] Indonesia Lajnah Pentashihan Mushaf al-Qur'an, *Al-Qur'an Dan Terjemahannya* (Lajnah Pentashihan Mushaf al-Qur'an, Badan Litbang dan Diklat, Kementerian Agama RI, 2019)
[5] Setria Utama Rizal et al., *Media Pembelajaran* (CV. Nurani, 2016).

observations of student participation during lessons. The findings of this study are expected to contribute to enhancing the effectiveness of IRE in elementary schools by leveraging technology and suitable learning media.[6]

To create interactive learning media, researcher make use of various free online applications available on the Google Play Store, including Canva. Canva is an online design platform that offers a wide range of tools, such as those for creating presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, bulletins, and more. [7] The app provides different types of presentations, including those focused on creativity, education, business, advertising, technology, and other areas, all of which can be applied in an educational setting. The presentation designs produced using Canva will be utilized in this study. This application is highly user-friendly, even for beginners, it can be accessed online without needing to be installed on a computer since it is web/cloud-based. Additionally, Canva offers mobile apps for Android and iPhone platforms, allowing users to create designs anytime and anywhere without needing a computer. [8]

According to Choirul in his research, Canva is one of the free and user-friendly apps, so both teachers and students can use it easily. This application helps in creating designs without the need to create them from scratch, and provides a variety of templates, animations, attractive colours, and font variations to beautify presentations.[9] V Designs are automatically saved on the Canva platform and can be shared via social media. By using Canva to create learning media, educators' messages can be delivered effectively with interesting and easy-to-understand presentations, according to students' level of understanding. However, since Canva

[6] Hayatun Sabariah Marlena Muhamad Ahdor Daenuri, Ramsah Ali, Ihwan Rahman Bahtiar, Azizah, Evanirosa, Nurus Amzana, Reni, *Pengembangan Media Pembelajaran PAI* (Cv. Azka Pustaka, 2021).

[7] Arya Andreansyah, Sumani, and Asih Wulandari, "PENINGKATAN HASIL BELAJAR SISWA PADA MATERI PENYAJIAN DATA MELALUI MEDIA INTERAKTIF BERBASIS CANVA," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 4 (November 17, 2023): 869–883.

[8] Annissa Annissa and Yusron Wikarya, "Penggunaan Media Canva Untuk Meningkatkan Kreatifitas Dan Hasil Belajar Siswa," *Jurnal Pustaka Data (Pusat Akses Kajian Database, Analisa Teknologi, Dan Arsitektur Komputer)* 2, no. 2 (2022): 90–94.

[9] Choirul Anam, Madziatul Churiyah, and Nur Zaini Pratama, "Improving Learning Outcomes and Self-Regulated Learning through the Development of Web-Based Learning Media with Canva Platform," *International Journal of Multicultural and Multireligious Understanding* 10, no. 5 (2023): 376–386.

is web/cloud based, access to this application requires an internet connection. While there are some Islamic Education templates on the platform, there are also many quality free templates available. Apart from learning media, Canva can also be used to create logos, posters, banners, social media content, product packaging design, YouTube intros, magazine designs, and others. Canva app can be accessed anytime and anywhere.[10] According to Alamia in her research, Canva allows for real-time collaboration, where teachers and students can work together on a single design project. This feature facilitates project-based learning and enhances creative interaction in the classroom, making the learning process more dynamic and participatory with results that can be evaluated directly.[11]

At SDIT Hadlonah Darussalam, which is located at JL.Joresan 3, Joresan Village, Mlarak Kec. Mlarak, Ponorogo Regency, East Java, an interactive learning approach through the Canva application has not been implemented by Islamic Education teachers at the school. This is due to the teachers' lack of understanding and knowledge in designing lessons using the Canva application.[12]

Based on researcher observations, learning activities at SDIT Hadlonah Darussalam, especially in Islamic Religious Education subjects, have involved the use of media. However, there has been no utilization of interactive media such as the Canva application in learning by Islamic Religious Education teachers. In addition, some students consider the subject difficult to understand and less interested, so they feel anxious when facing the lesson. This is one of the reasons for low learning outcomes and lack of satisfaction in learning.[13]

Several factors contribute to low student learning outcomes, including the reliance on traditional teaching methods like lectures and Q&A sessions, a lack of variety and innovation in instruction, and the use of learning media that are neither

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[10] Cindy Aisyah Pragista and Alfiandra Alfiandra, "Peningkatan Hasil Belajar Melalui Media Pembelajaran Berbasis Canva Di SMP Negeri 38 Palembang," *JLEB: Journal of Law, Education and Business* 1, no. 2 (October 11, 2023): 31–36.

[11] Nurul Alamia and Sitti Maryam Hamid, "Canva Based Learning Media: Students Learning Outcomes In Senior High School," *Journal of Conflict and Social Class (JCSC)* 1, no. 01 (2024): 08–20.

[12] Results of an interview with Wenti Ricca, dated May 17, 2024, at SDIT Hadlonah Darussalam

[13] *Ibid.*

engaging nor interactive. Selecting the appropriate learning media is essential for enhancing the quality of education. Effective learning media can make it easier for students to grasp the material, to boost their interest in learning, and to improve the overall effectiveness of the learning process. Sixth-grade students, in particular, often have short attention spans and prefer interactive and enjoyable learning experiences. However, many current learning media lack interactivity, making it challenging for students to actively engage in the learning process. The lack of student interest and motivation toward the material is also an issue, largely due to the use of traditional learning methods. Additionally, existing learning media do not always cater to the diverse learning styles of students. At times, teachers may use learning tools that are not well-suited to the content being taught, making it difficult for students to comprehend the material. [14] Therefore, a teacher's creativity in managing, designing, and evaluating learning media is crucial for supporting an effective teaching and learning process. Teachers play a pivotal role in the success of educational activities.

Through observation and interviews with Mrs. Wenti as a teacher in the Islamic Education Class 6A subject, the researcher found several important problems related to Islamic Education learning at SDIT Hadlonah Darussalam. Among them are low student learning motivation, lack of variety in learning methods that make learning feel monotonous, learning materials that are less related to the context of daily life, and lack of student activities in learning. The dominant lecture method makes students passive and the lack of interaction between students is also a problem. [15]

As a result of these various factors, the learning outcomes of class 6A students are less than satisfactory and below the minimum standard of completeness (MSC). Learning outcome data shows that 16 students, or 57% of 28 students, have not reached the KKM, while 12 students, or 43% of the 28 students, have reached the KKM.

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[14] Tasya Nabillah and Agung Prasetyo Abadi, "FAKTOR PENYEBAB RENDAHNYA HASIL BELAJAR SISWA," *Prosiding Sesiomadika* 2, no. 1c (2020), accessed May 8, 2024, https://journal.unsika.ac.id/index.php/sesiomadika/article/view/2685.

[15] Results of an interview with Wenti Ricca, dated May 17, 2024, at SDIT Hadlonah Darussalam

The use of video media from Canva has various advantages that can increase students' learning values and motivation, especially in learning Islamic religious education. First, Canva's video media is visually appealing and interactive, so it can capture students' attention more effectively compared to traditional teaching methods. The attractive visualizations and professional design are able to simplify abstract concepts in religious education, making them easier for students to understand.

In addition, Canva offers ease in content creation and customization. Teachers can quickly create videos that fit the curriculum and specific needs of their classes, without requiring in-depth technical skills. This allows for the delivery of more relevant and contextual material, which can spark students' interest in learning. Another advantage is flexibility in use. Videos from Canva can be accessed anytime and anywhere, whether in the classroom or at home. This gives students the opportunity to study independently and repeat difficult to understand material on their own time, thus improving their overall understanding and grades. Researcher believe that the integration of video media from Canva in Islamic religious education learning can create a more dynamic and engaging learning environment, encourage students' motivation to learn, and ultimately, improve their academic achievement.[16]

Considering these conditions, along with the goal of enhancing students' learning outcomes and boosting motivation, researcher is eager to undertake classroom action research utilizing the Canva application. This has led the researcher to pursue a study titled Improving The Learning Outcomes Of Grade 6 Students On Islamic Religious Education Materials Through Canva-Based Interactive Learning Media At SDIT Hadlonah Darussalam

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[16] Elis Homsini Maolida and Vina Aini Salsabila, "Canva and Screencast-O-Matic Workshop for Classroom Purpose: A Community Service for Madrasah Ibtidaiyah Teachers," *AJAD : Jurnal Pengabdian kepada Masyarakat* 1, no. 2 (August 16, 2021): 54–60.

B. Problem Formulation

Based on the outlined problem limitations, the researcher formulates the following key questions::

1. Is the canva-based interactive video learning media effective in improving student's activity in Islamic education learning in grade 6 of SDIT Hadlonah Darussalam?

2. Is the canva-based interactive video learning media effective in improving student's learning outcomes in Islamic education learning in grade 6 SDIT Hadlonah Darussalam?

C. Purpose Of The Study

1. To determine the improving of student activity in Islamic Education learning in grade 6 SDIT Hadlonah Darussalam by using canva-based interactive learning media

2. To determine the improving student learning outcomes in Islamic Education learning in grade 6 SDIT Hadlonah Darussalam by using canva-based interactive learning media

D. Significance Of The Study

By conducting of this classroom action research, it is hoped that it will be useful for various parties related to learning activities, especially subjects, in the contribution to this research is divided into two benefits, namely, theoretical benefits and practical benefits:

1. Theoretical Benefits

This study adds valuable knowledge to the literature on technology integration in education, particularly within the context of Islamic religious instruction. By implementing Canva-based interactive video learning media, the research offers fresh perspectives on how technology can enhance student learning outcomes. It also sheds light on the role of interactive media in boosting student motivation and engagement in the learning process. Furthermore, this research contributes to the advancement

of modern learning theories and concepts related to learning motivation, while also providing a foundation for future studies exploring the use of technology across different subjects and educational levels.

2. Practical Benefits
This research has several practical benefits, among others:

   a. For teachers, this can serve as a reference or guideline and even as a more effective teaching tool, helping students become more creative and enhancing their academic performance in the future. By using this Canva-based learning media, teachers become more innovative in the teaching and learning process, ensuring that the research objectives are successfully met.

   b. For students, this research aims to make it easier to grasp engaging subject matter through the use of Canva-based learning media, which in turn is expected to stimulate their creativity during the learning process. This approach is anticipated to achieve the research objectives by not only improving students' future grades but also by making them more active and creative in Islamic Education classes.

   c. For institutes or school institutions, as a reference to improve the quality of education at the school institution concerned. The results of the research can be used as a reference to increase students' creativity to be better in the future

   d. For researchers, in order to be able to complete undergraduate lectures in the Islamic religious education study program through classroom action research. Able to implement the knowledge that has been gained during the study period in the field directly

E. **Systematic Discussion**

Writing systematics is a series of sequences of several descriptions in a system of discussion in scientific papers. In thesis writing, each chapter consists of several subchapters that are interrelated, forming a systematic and integrated description. The systematics of writing this thesis is as follows:

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1. Chapter One: Introduction Contains the background of the study, problem formulation, purpose of the study, significance of the study, and systematic discussion

2. Chapter Two: Theoretical study and literature review, conceptual framework, and research hypotheses.

3. Chapter Three: Research Methodology Includes research subjects, research locations, research types, research variables, data collection methods, data analysis methods, research implementation processes, and research schedules.

4. Chapter Four: Overview of research location, explanation per cycle, data presentation, data analysis, and discussion

5. Chapter Five: Conclusions, Research Results, and Suggestions Contains the conclusions of the research, research results, and suggestions