TEACHERS' PERCEPTIONS OF THE USE OF CANVA IN DEVELOPING ISLAMIC RELIGIOUS EDUCATION LEARNING AT MTs MUHAMMADIYAH 7 PANCENG

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Abstract

This research aims to analyze teachers' perceptions of the use of Canva in PAI learning development at MTS Muhammadiyah 7 Panceng. The research method used is a qualitative approach with data collection techniques through interviews, observations, and observations. The research subjects included students and PAI teachers at MTS Muhammadiyah 7 Panceng. The results showed that PAI teachers at MTS Muhammadiyah 7 Panceng school considered Canva as an effective learning tool in improving the quality of PAI learning materials, because of the various templates and interesting features provided by Canva from free to paid. The use of Canva helps teachers in creating interactive and interesting learning materials, thus increasing students' interest and motivation to learn. However, some teachers experience technical difficulties and need optimal training in using Canva. This research contributes to the development of innovative and effective PAI learning strategies. The results of this study can be used as a reference for PAI teachers in developing quality learning materials. food/Acceptance
Keywords: Teacher Perception, PAI Learning, Use of Canva, Student Learning Motivation.

Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi guru terhadap penggunaan canva dalam pengembangan pembelajaran PAI di MTS Muhammadiyah 7 Panceng. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan pengamatan. Subjek penelitian meliputi siswa dan guru PAI di sekolah MTS Muhammadiyah 7 Panceng. Hasil penelitian menunjukkan bahwa guru PAI di sekolah MTS Muhammadiyah 7 Panceng menilai canva sebagai alat pembelajaran yang efektif dalam meningkatkan kualitas materi pembelajaran PAI, karena dengan berbagai template dan fitur menarik yang telah disediakan oleh Canva dari yeng gratis hingga berbayar. Penggunaan canva membantu guru dalam membuat materi pembelajaran yang interaktif dan menarik, sehingga meningkatkan minat dan motivasi belajar siswa. Namun, beberapa guru mengalami kesulitan teknis dan membutuhkan pelatihan optimal dalam penggunaan canva. Penelitian ini memberikan kontribusi pada pengembangan strategi pembelajaran PAI yang inovatif dan efektif. Hasil penelitian ini dapat digunakan sebagai acuan bagi guru PAI dalam mengembangkan materi pembelajaran yang berkualitas.
Kata Kunci: Persepsi Guru, Pembelajaran PAI, Motivasi Belajar Siswa.

INTRODUCTION

Learning is an activity that involves individuals in an effort to gain knowledge, skills, and positive values by utilizing various learning resources. In the learning process, there are two parties that play an important role: students as the subject of learning and teachers as facilitators. The interaction that occurs between the two is a crucial aspect in the entire learning process. Success in learning can be carved through a number of characteristics, such as students' awareness of the importance of learning, motivation to obtain the desired knowledge, and through structured learning stages to understand and master the knowledge. A dynamic and effective learning process is difficult to achieve if teachers only rely on speaking skills without considering other strategic aspects. Learning materials will also not be easy to understand if they are only delivered abstractly, without involving concrete experiences. To overcome challenges in the learning and teaching process, the use of learning media is one effective solution.

The world of education has begun to grow up, even developing so rapidly and is required to equip students with 21st century skills. 21st century skills are the skills of students who are encouraged to think critically and solve problems easily, as well as the ability to communicate in order to be able to compete in the industrial era 4.0.[1] Not only students, teachers are also required to be more creative and innovative in every learning.

Education is a conscious effort to realize a cultural inheritance from one generation to the next. Education can make a generation a role model from previous teachings.[2] According to Munib, education is a conscious and systematic effort carried out by people who are given responsibility to influence students to have characteristics and traits that are in accordance with educational ideals.[3]

Improving educational performance in the future will require an information and technology system which will not only function as a supporting facility, but also as the main weapon to support the success of the world of education, so that it can compete in the global world.[4] Muhadjir Efendi explained that the 4C competencies that students must have are communication (Connection), collaboration (Collaboration), critical thinking and problem solving (Critical Thinking and Problem Solving), and creativity and innovation (Creative and Innovation), or what is known as 4C.[5]

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[1] Prianggita and Meliyawati, "Peran Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Di Era Pandemi Covid-19."

[2] Riono and Fauzi, "Pengembangan Media Pembelajaran Pai-Bp Di Sd Berbasis Canva."

[3] Munib, Achmad, dkk. 2004. Pengantar Ilmu Pendidikan. Semarang: UPT UNNES

[4] Prianggita and Meliyawati, "Peran Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Di Era Pandemi Covid-19."

[5] Juwairia et al., "Meningkatkan Kreativitas Desain Flyer Digital Menggunakan Aplikasi Canva Melalui Model Pembelajaran Project Based Learning (Pjbl)."

The advancement of science and technology has a very big influence in various aspects of human life. One of them is education, which is never separated from every process of human maturity that always has an intervention in the development of science and technology.[6] The use of technology in education is very important, especially in designing, analyzing, evaluating, developing, and implementing learning materials. One crucial element in learning design is the media used. Learning media not only functions as a complement in teaching and learning activities, but also facilitates the process of delivering knowledge. With the media, the interaction between teachers and students becomes smoother, so that the learning process can take place more optimally. The importance of developing varied learning methods also arises from the feeling of boredom and tedium that is often experienced by students. The right learning media can increase their learning motivation. Support from appropriate media will help achieve learning goals, so that information can be delivered more comprehensively and on target. Therefore, educators need to make maximum use of learning media facilities. The role of educators as facilitators is essential in helping and directing students to gain new knowledge and experience during the teaching and learning process. This is also a challenge for educators to be careful in choosing learning media that are appropriate to the material to be delivered

The advancement of science and technology has also had a major influence on the use of teaching aids in schools and other educational institutions. This shows that the use of information technology in the learning process in the classroom has become a necessity as well as a demand in this global era. With the sophistication of technology, it can produce applications that can be used to make learning more interesting, such as canva, quizz, power point, and so on.[7] One example of the application is Canva. Canva is an application or program that can be used for interactive learning media. Canva also provides a variety of features such as presentations, pamphlets, posters, certificates, book covers, learning videos, invitation cards, logos, labels, and so on.[8] Canva can be used by educators to create learning materials, learning videos, and even presentation media through existing templates. With many unique and interesting designs on the Canva application, learning in the classroom can not be easily bored, so that students can follow it happily.

This study aims to analyze the perceptions of teachers of MTS Muhammadiyah 7 Panceng in the use of the Canva application for the development of Islamic Religious Education (PAI) learning in the form of media in creating creative, innovative, and collaborative learning videos. As a technology-based application, Canva provides a wide learning space for educators to develop the

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[6] Riono and Fauzi, "Pengembangan Media Pembelajaran Pai-Bp Di Sd Berbasis Canva."

[7] Tanjung and Faiza, "Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika."

[8] Yuliana et al., "Pemanfaatan Aplikasi Canva Sebagai Media Video Pembelajaran Kreatif, Inovatif, Dan Kolaboratif."

learning process, one of which is through making educational videos. The Canva application can be accessed for free by anyone, and also offers convenience in creating designs without having to start from scratch or download additional applications. With a variety of tools available, users can take advantage of various design templates and animations that have been provided, so that the process of creating designs according to needs becomes simpler. Based on the explanation above, the researcher is interested in raising the topic "Teacher Perceptions of the Use of Canva in Developing PAI Learning" in this study.

Canva is one of the free applications that is also available on the web and is open to the public and can help create the design we want without having to design from scratch. In it there are tools that provide designs and animations that can be used easily. We only need to create a design that suits our needs.

The advantages of Canva include: having a variety of attractive graphic designs, animations, templates, and page numbers; can increase teacher creativity in designing learning media because of the many features provided; can save time in designing learning media; students can relearn the material through learning media that has been provided by the teacher; has good image resolution; can collaborate with other teachers in designing learning media; and can design learning media at any time, and not only using a laptop but also using a cellphone.[9]

Behind the advantages, Canva also has disadvantages, including: Canva relies on a fairly stable internet network; in the Canva application there are several paid templates, fonts, images. But that's not a big problem because Canva also provides several free templates. Although free, the quality is not much different from the paid ones depending on how we design and utilize the existing templates as attractively and creatively as possible.

Problems faced by Islamic Religious Education Teachers at Mts Muhammadiyah 7 Panceng during Islamic Religious Education lessons include: Teachers find it difficult to deliver material because of the lack of focus of students and also inappropriate learning media, so that students feel bored during the KBM (Teaching and Learning Activities) process. Monotonous learning will feel boring, so that students are less interested and motivated to listen to the lesson: Finally, students prefer other activities such as chatting with their deskmates or sleeping. According to Tafano, there are still many teachers who have not implemented innovative learning media, not only not implementing it but still lacking in exploring and learning about interesting learning media.

The above challenges are not without solutions. With the right approach and adequate support from various parties, all obstacles can be overcome. In fact, the presence of Canva is expected to improve teachers' skills in creating creative and innovative learning media. Canva is

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[9] Tanjung and Faiza, "Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika."

present in the midst of the rapid development of world technology in the field of education. As expressed by Triningsih and Erna, Canva can facilitate the learning process based on technology, skills, and creativity and other benefits. This is expected to increase students' interest and motivation to learn, so that they can achieve optimal results in learning. The use of Canva as a learning medium at MTS Muhammadiyah 7 Panceng has significant goals, including: improving graphic design technology skills for teachers and students, which are very important in the digital era so as not to be left behind by changes in the times; helping to form strong creativity among teachers and students; And increase students' interest and motivation to learn. By presenting more interesting and interactive learning, students will be more motivated to actively participate in the learning process.

RESEARCH METHODS

In this study, the research approach used is a qualitative research method, which will be carried out by researchers to get involved in the school environment, interact with teachers, interviews, and also observations. With interview data collection techniques. In qualitative research, the type of data source in the form of humans in research is generally as respondents. The position of the data source in the form of humans (resource persons) is very important as an individual who has the information. The sources in this study were several PAI teachers at MTS Muhammadiyah 7 Panceng. This approach provides researchers with a comprehensive understanding of teacher perceptions of the use of Canva in developing PAI learning at MTS Muhammadiyah 7 Panceng.

RESULTS AND DISCUSSION

The initial stage carried out in this study was to formulate the problem, where in the school some teachers did not get enough attention from their students when delivering material because the lessons were considered boring and uninteresting, especially in history lessons. Most students tend to chat with their deskmates and do not listen to what their teachers say. With this problem formulation, the researcher took the initiative to develop Canva media in developing this learning. In addition, teachers also gave good reactions and wanted to learn Canva learning media.

Based on direct interviews with Islamic Religious Education teachers, Islamic Religious Education teachers said that current history learning is often considered boring by students. Based on the interview, information was also obtained that the teaching methods applied at MTS Muhammadiyah 7 Panceng were not fully in accordance with the needs of students, which only conveyed material from LKS (Student Worksheets). This is because teachers are not free to monitor student development as a whole in class. In addition, a number of students experience obstacles due to minimal support from parents, rarely being guided and also a lack of parental understanding of child development, so that the learning process is mostly not carried out optimally. Based on the

results of the interview, the teacher said that there are still some teachers who are not familiar with current technology, including the use of applications such as Canva. This condition is largely influenced by age factors and limitations in access to technology.

The use of the Canva application as a creative and innovative learning media can be seen from the results of previous research in the form of interviews with several teachers. Teachers stated that the Canva application is very effective to use as a learning video media. Because with the sophisticated Canva application and also provides several good features and templates that can be used by educators, so that it can attract the attention of students and make learning more enjoyable.

Canva has two functions in learning, namely as a supplement and substitution function.[10] The supplement function is that Canva can make it easier for educators to design learning media and can also improve the distance learning process (online). The substitution function of Canva includes learning media/multimedia produced by Canva which is very easy to distribute to students and Canva can help with technological needs. Canva provides various learning video templates ranging from free to paid that can be used by educators to design learning videos in various subjects. Through new, creative and interesting learning videos, students can be stimulated to listen to the presentation of the material given by the teacher better.

The results of the study showed that PAI teachers at Mts Muhammadiyah 7 Panceng, viewed Canva as an effective tool in improving the quality of learning materials. Because with the Canva application, educators can edit and create interesting and interactive learning materials and can attract students' attention to listen to the learning materials presented. The use of Canva also makes it easier for teachers to create learning materials because without installing the Canva application we can access it on Google Chrome. Canva also provides various good and interesting features from free to paid.

Educators also feel that with Canva, it can help increase students' learning motivation, because with the design of learning materials, interesting and innovative learning videos, students do not feel bored during learning. However, some teachers also have difficulty using Canva due to limited technical skills and age factors.

Some educators sometimes experience obstacles when using Canva, especially network problems, because the Canva application can only be used and accessed online to create designs or learning videos. However, this can be overcome by utilizing a wifi network or personal data package because Canva does not require a lot of internet quota if used as needed. It is undeniable that the use of Canva as a learning video media can increase student motivation and learning outcomes. Therefore, it can be said that the use of Canva as a learning video media is effective in learning.

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[10] Rizanta and Arsanti, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Masa Kini."

Use of Canva Application in Islamic Religious Education Learning Media

Audio-visual media is a type of media that can be seen and heard, such as sound, video, or slide shows that function to convey messages or information. Audio-visual media can be created using certain applications, one of which is Canva. Learning media based on the Canva application is the right choice in teaching Islamic Religious Education. Learning media developed with Canva can be a solution to overcome problems in the student learning process.

Using the Canva application as an audio-visual learning tool, it is hoped that students will be able to increase their interest in learning, feel motivated during the learning process, and gain a clear understanding of the concepts that have been learned. This is because students are indirectly invited to understand the concept continuously and hone their individual abilities. Thus, students can repeat learning materials anytime and anywhere by listening to the audio-visual media. Teaching media will facilitate communication between teachers and students and help make the teaching and learning process more effective. The use of Canva learning media can make teaching design faster and more efficient, while also helping teachers in facilitating the delivery of teaching materials.

The use of this Canva application can be used as a reference by teachers in making learning videos that suit their individual desires and needs. The Canva application is not only intended for teachers but can also be used for students who want to convey material that requires them to create a power point. Learning videos using the Canva application can be applied to all levels of education and all subjects. In this study, examples of applications and implementations in Islamic Religious Education learning. The Islamic Religious Education learning that is delivered will be more interesting.

The use of the Canva application can optimize Islamic Religious Education learning which can make students not easily get bored in participating in teaching and learning activities, because with the use of Canva-based applications that are presented with an attractive appearance. The use of the Canva application is also adjusted to the habits of students who are currently accustomed to applying technology in their daily lives, so that students do not feel strange if the use of teaching materials that utilize the latest technology. Teacher Perceptions of the Use of Canva in the Development of Islamic Religious Education Learning at MTS Muhammadiyah 7 Panceng, have been proven to be able to be utilized by teachers in delivering materials and making learning videos that can strengthen students' interest in learning. Because the Canva application is equipped with various templates and features that vary and can support Islamic Religious Education learning activities at MTS Muhammadiyah 7 Panceng.

Teachers' Perceptions of the Use of Canva in Developing Islamic Religious Education Learning

Teachers' perceptions regarding the use of Canva in developing Islamic Religious Education learning show that the majority of them feel that Canva-based learning tools greatly support them in delivering materials in the classroom. One Islamic Religious Education teacher said, "With the emergence of various applications for developing learning, including the Canva application, this can make it easier for teachers because they can create presentations, learning videos, and others in a more interesting way by using various features and templates provided by Canva". Canva offers a variety of attractive templates, both free and paid. From there, teachers can take advantage of various free features and templates in Canva to create learning media. However, there are several challenges, namely that there are teachers who are unable or do not know how to use Canva due to age factors and limited skills. Seeing this problem, the researcher hopes that younger teachers who are proficient in technology are prioritized to understand Canva-based learning.

1. **Teacher Perceptions of the Ease of Using Canva**

    The majority of Islamic religious education (PAI) teachers at MTS Muhammadiyah 7 Panceng have a positive view of the ease of using Canva in developing learning materials. Many of them consider Canva to be a user-friendly platform, with an intuitive interface. Teachers feel that the tools and menu structures available in Canva are easy to understand and access. The simple interface allows them to quickly find the features they need without wasting a lot of time.

    In addition, the availability of various customizable learning templates provides additional convenience for teachers in designing and creating visual materials. The templates include various formats, such as presentations, infographics, posters, and other visual forms that are relevant to Islamic Religious Education learning. The drag and drop feature offered by Canva is also very useful, especially for teachers who do not have a graphic design background or have limited technical skills. With this system, they can easily arrange the layout, add elements, and change the design according to their learning needs.

2. **Teachers' Perceptions of the Benefits of Using Canva**

    In a study conducted by D. Yuliana, it was revealed that the use of Canva in learning can increase the effectiveness of learning.[11] With Canva, students can better understand the material and make it easier to visualize abstract concepts. Thus, the PAI (Islamic Religious Education) material which is often considered monotonous becomes more lively and

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[11] Yuliana et al., "Pemanfaatan Aplikasi Canva Sebagai Media Video Pembelajaran Kreatif, Inovatif, Dan Kolaboratif."

interesting. In addition, learning time also becomes more efficient thanks to the support of structured visual media. Students are also better able to focus and be active during the teaching and learning process. Not only that, Canva also contributes to improving teacher professionalism. By using Canva, teachers can develop more interesting learning media, so that they can increase their confidence when presenting learning materials.

3. **Teachers' Perceptions of Suitability with Islamic Religious Education Learning**

Islamic Religious Education (PAI) teachers have varying views on the suitability of using Canva in a learning context. However, Canva offers a number of positive aspects that can facilitate the visualization of religious concepts. This application supports the presentation of verses of the Qur'an and Hadith with an attractive and eye-catching display. However, there are also challenges that must be avoided as educators, such as the need to be careful when displaying content that involves complex animations, the selection of visual elements must also be done carefully so that it remains relevant to the material being taught and in line with Islamic values. Maintaining a balance between digital media and traditional methods in PAI learning is crucial, because some PAI materials require direct practice such as ablution and prayer. The use of digital media and traditional methods can effectively meet a variety of different learning styles. Therefore, educators can divide the proportion of the two methods with 40% use of digital media (including Canva), and 60% traditional methods and direct practice. Researchers also noted that the use of Canva had a positive impact on student learning outcomes, especially in improving their understanding. when the material is presented visually, students find it easier to remember the information delivered by the teacher. In addition, the relationship between materials can be explained more systematically and in detail.

CONCLUSION

Based on the results of the research and discussion that have been explained, it can be concluded that the use of Canva application-based learning media can be used as a reference in the use of appropriate application media in an innovative and interesting learning process, especially in Islamic Religious Education learning. Because the Canva application is one of the platforms that is considered to have a user-friendly interface and has unique and interesting features, Canva can thus be used as an effective learning medium. With the various template features available, Canva offers convenience and practicality in creating materials about Islamic Religious Education learning. The development of Islamic Religious Education learning materials must also combine religious values with existing technological capabilities. The use of Canva-based learning media can increase student motivation, literacy, and learning outcomes, so it is worthy of being used as a reference by

teachers in the process of developing Islamic Religious Education learning in order to activate the role of students in the classroom, creating a more dynamic and interactive learning atmosphere.

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