



Development and Evaluation of Canva-Based Interactive Learning Media for Enhancing Students' Motivation in Islamic Religious Education

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Abstract

This study aims to develop Canva-based interactive learning media on the topic “Believing in the Prophets and Messengers of Allah: Becoming a Digital Generation with Character” and to analyze its validity, practicality, and its impact on enhancing the learning motivation of junior high school students in Indonesia. The study employed a Research and Development approach using the ADDIE model, which encompasses analysis, design, development, implementation, and evaluation. The pilot test involved eighth-grade students at Junior High School 1 Ampek Angkek; a total of 31 students completed the full pretest-posttest series. The product’s feasibility was assessed by experts in media, content, and language, while its practicality was evaluated based on student and teacher feedback. The motivation instrument used consisted of 24 valid items with a Cronbach’s Alpha of 0.700. The results showed validity scores of 89.09% for the media, 95.00% for the content, and 97.50% for the language, all falling into the “highly valid” category. Practicality reached 89.98% based on student responses and 90.00% based on teacher responses. The average motivation score increased from 69.48 on the pretest to 81.87 on the posttest, with an N-Gain of 0.39, categorized as moderate. The gain distribution shows that 70.97% of students fall into the moderate category, 25.81% into the low category, and 3.23% into the high category. The findings confirm that the product’s strength lies not only in its visual appeal but also in the integration of navigation, concise content, videos, quizzes, games, and feedback that support learning engagement. However, the single-group design without a control group limits claims of causality. This medium is suitable for use as an alternative for Islamic Religious Education, though further testing is needed through experimental designs and more longitudinal measurements of motivation.

INTRODUCTION

Digital transformation is changing the way students acquire information, interact with learning materials, and build learning experiences. In Islamic Religious Education, this transformation cannot simply be understood as a shift from

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textbooks to screens, because the goals of Islamic Religious Education also include the internalization of values, character building, and the practice of Islamic teachings. The concept of Smart Islamic Education integrates technology, pedagogy, and Islamic values into a unified design, so that technology serves as a tool to enhance the meaning of learning, rather than merely a digital ornament (Agustia et al., 2026). The digitization of Islamic Religious Education also has the potential to expand access and religious literacy if the media are designed in accordance with learning objectives and the characteristics of the students (Noprijon et al., 2024). From a policy perspective, the latest process standards require the planning, implementation, and assessment of learning that are relevant to advancements in science, technology, and current dynamics (Regulation of the Minister of Primary and Secondary Education No. 1 of 2026 concerning Process Standards in Early Childhood Education, Primary Education, and Secondary Education, 2026). The revision of the learning outcomes for Religious Education and Character Education in 2026 further emphasizes the balance between understanding and practicing religious values, meaning that instruction must result in more concrete and observable competencies (BKPD and the Ministry of Religious Affairs Emphasize That Changes to Learning Outcomes Apply Only to the Subject of Religious Education and Character Education, 2026).

This need intersects directly with the issue of learning motivation. Motivation determines the direction, intensity, and persistence of learning behavior; students who view learning activities as meaningful experiences tend to be more engaged and persistent when they encounter difficulties (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020). In the context of Islamic Religious Education, motivation is influenced not only by the content of the material but also by the variety of methods, pedagogical relationships, opportunities for participation, and the teacher's ability to create learning experiences that are not monotonous (Juliana & Setiawan, 2025; Saputri et al., 2022). Therefore, learning media should be positioned as part of a motivational design: visuals are used to focus attention, navigation provides control over learning, interactive activities provide opportunities for action, and feedback helps students recognize their progress. Research on digital engagement also shows that the mere presence of technology does not automatically lead to engagement; the quality of activity design and how technology is integrated into pedagogy are key determinants (Bond et al., 2020).

Canva is relevant in this context because it allows for the integration of text, infographics, animations, videos, hyperlinks, quizzes, and game elements into a single presentation flow that teachers can easily create. Several studies indicate that Canva-based media can support interest, motivation, participation, and learning comprehension at various educational levels (Asnawati & Sutiah, 2023; Asrori et al., 2023; Suteja et al., 2024). In Islamic Religious Education, similar findings have emerged regarding the development of Canva media in madrasahs, the use of Canva visual media in Islamic Religious Education classrooms, and the use of interactive Canva media to enhance participation (Nabillah & Tanjung, 2023; Rukmini et al., 2024; Shoumi & Jf, 2025; Wahhab et al., 2023). Correlational studies have also reported a positive relationship between the use of Canva educational videos and student motivation, although this relationship does not in itself prove a cause-and-effect relationship (Mustakim et al., 2024).

Although empirical evidence regarding Canva is growing rapidly, there are two issues that still require attention. First, some studies stop at assessing usability or user response, so the validity of the medium is often interpreted as if it were synonymous with effectiveness. In reality, a medium can be highly usable and easy to use but produce only limited changes in motivation if learning activities do not provide

adequate challenge, autonomy, relevance, and feedback. Second, in Islamic Religious Education, digital innovation must maintain the depth of values. Character education in the era of digital disruption demands a connection between Islamic values, exemplary role models, digital literacy, and contextual learning practices (Radjendra et al., 2026). Thus, the innovation required is not merely the use of Canva, but rather a design that connects Islamic content with students' digital experiences and simultaneously tests the product for validity, practicality, and changes in motivation.

This study was prompted by the state of Islamic Religious Education instruction in the 8th grade at Ampek Angkek State Junior High School No. 1, which already has projectors and internet access but has not yet made optimal use of digital media. Teachers face time constraints in preparing teaching materials, while students expect more varied and interactive learning experiences. A digital learning tool was subsequently developed for lessons on the Prophets and Messengers, with an emphasis on exemplary behavior in the digital age. The tool integrates learning objectives, concise content, videos, true-false and multiple-choice exercises, games, summaries, and hyperlink-based navigation. This approach aligns with the view that educators' technological literacy is linked to their competence in designing digital media (Dewi & Rahmi, 2026) and that technology-based instructional design should prioritize student engagement rather than merely visual sophistication (Hafizh et al., 2024). Based on this gap, this study aims to describe the process of developing Canva-based interactive media, analyze its validity and practicality, and assess the increase in students' learning motivation following the use of the media.

METHODS

This study employed the Research and Development (R&D) method using the ADDIE model. This model was chosen because it provides a systematic development process from needs identification to product evaluation and allows for revisions at every stage (Branch, 2010). The analysis phase focused on user needs, student characteristics, Islamic Religious Education materials, school facilities, and learning conditions. The design phase produced the content structure, storyboard, navigation, selection of visual elements, and activity design. The development stage involves implementing the design in Canva, followed by expert validation and revisions. The implementation stage involves applying the media in eighth-grade classrooms. The evaluation stage includes formative evaluation through feedback from validators and users, as well as summative evaluation through measurements of motivation before and after the use of the media (Anidar et al., 2026; Engkizar et al., 2026; Hamid et al., 2026; Iskandar et al., 2023; Muhlasin et al., 2026; Sugiyono, 2014).

The test subjects were eighth-grade students at Ampek Angkek State Junior High School 1. The target class consisted of 32 students, while the effectiveness analysis used data from 31 students who completed the entire series of pretests and posttests. Product validation involved three media experts, two subject matter experts, and two language experts. Practicality was assessed by 31 students and an Islamic Religious Education teacher. The instruments included media, content, and language validation sheets; teacher and student practicality questionnaires; and a learning motivation questionnaire. The motivation questionnaire initially consisted of 40 statements; after validity testing, 24 items were selected for use in the main assessment. The reliability of these 24 items yielded a Cronbach's Alpha of 0.700. This value meets the threshold for practical use but should still be interpreted with caution because alpha is influenced by the number of items and construct homogeneity; reliability reporting, therefore, must not be separated from the substantive quality of the items (Engkizar et al., 2023, 2024; Taber, 2018).

Validity and practicality data were analyzed using the percentage of the score relative to the maximum score. The results were then interpreted based on the

validity criteria used in the study. Changes in motivation were analyzed descriptively by comparing pretest-posttest means and normalized gain (N-Gain). N-Gain calculates the actual increase relative to the maximum possible increase and is used to provide a standardized measure of the magnitude of score improvement (Hake, 1998). N-Gain values in this study were categorized as low, moderate, and high. The analysis did not use causal tests because the implementation design was a one-group pretest-posttest without a control group. Therefore, the term “effectiveness” in this article refers to evidence of descriptive improvement in the context of a development trial, not an estimate of causal effects that have controlled for all external factors.

RESULT AND DISCUSSION

Product Architecture and Design Logic

The final product is an interactive learning resource based on Canva for the topic “Believing in the Prophets and Messengers of Allah: Becoming a Digital Generation of Character.” The structure of the resource not only displays content pages but also establishes a user flow consisting of a home page, instructions, learning objectives, content, instructional or motivational videos, quizzes, Educandy games, a conclusion, and the developer’s profile. Navigation uses buttons and hyperlinks so that students can move between components in a guided manner. The content is presented in relatively concise units supported by illustrations and animations. From a multimedia learning perspective, the organization of information, the use of relevant visuals, and navigation controls can help manage cognitive load when the displayed elements truly support the main message (Mayer, 2021). Therefore, the strength of the product lies not in the abundance of visual effects, but in the interconnection between the visuals, the content, and the actions students must take.

Material on the Prophets and Messengers is also presented within the context of the digital generation. The values of integrity, trustworthiness, dissemination, and wisdom are not merely terms to be memorized, but are guided as a framework for behavior: honesty in sharing information, responsibility for one’s digital footprint, respectful communication, and the ability to discern information. This approach is important because the digitization of Islamic education must maintain its ethical orientation and focus on character building (Agustia et al., 2026; Dalimunthe et al., 2023). The integration of values into the digital context also aligns with the need to strengthen Islamic character in the face of technological disruption (Radjendra et al., 2026).

Validity and Practicality of Media

Table 1. Summary of Media Validity and Practicality

Aspect	Respondents/Validators	Result	Interpretation
Media Validity	3 media experts	89.09%	Highly valid
Content Validity	2 content experts	95.00%	Highly valid
Language Validity	2 language experts	97.50%	Highly valid
Student Practicality	31 students	89.98%	Highly practical
Teacher Practicality	1 Islamic Religious Education teacher	90.00%	Highly practical

Table 1 shows that all feasibility components received high scores. A media validity score of 89.09% indicates that the validators rated the media's appearance, navigation, instructions, and functionality as adequate. A content validity score of 95.00% indicates that the content aligns with the learning objectives and the substance of Islamic Religious Education, while a language validity score of 97.50% indicates an excellent level of readability and communicativeness. These findings are consistent with Canva development studies, which generally report high feasibility following the validation and revision process (Asnawati & Sutiah, 2023; Fauziah & Romansyah, 2025). However, validity scores should be understood as evidence of appropriateness, not evidence of learning impact. Validators assess whether the media is appropriate for use; they do not directly measure whether student motivation will increase. Distinguishing these meanings is important so that arguments regarding effectiveness are not based solely on expert scores.

The practicality ratings of 89.98% for students and 90.00% for teachers indicate that the media is easy to operate, has a fairly clear workflow, and is acceptable for classroom use. These results are consistent with the development of Canva multimedia in junior high schools, which prioritizes ease of use as a prerequisite for the media to function as a learning resource (Safitri et al., 2025; Suteja et al., 2024). From the teachers' perspective, practicality is crucial because innovations that are too complex tend to be difficult to sustain once the research is complete. Teachers' digital competencies determine their ability to adapt, update, and manage media independently; technological literacy is also linked to the ability to design digital media among prospective Islamic Religious Education teachers (Dewi & Rahmi, 2026; Falloon, 2020). Thus, the use of Canva offers institutional benefits because it is relatively easy to edit and replicate, but its sustainability still depends on teachers' capacity, the availability of devices, and development time.

Changes in Students' Learning Motivation

Table 2. Changes in Learning Motivation Scores and N-Gain Distribution

Indicator	Score/Number	Percentage	Description
Mean Pretest Score	69.48	-	Initial condition
Mean Posttest Score	81.87	-	After the use of the learning media
Mean Increase	12.39 point	17.83% of the initial mean	Positive descriptive change
Mean N-Gain	0.39	-	Moderate category
High N-Gain	1 student	3.23%	Gain > 0.70
Moderate N-Gain	22 students	70.97%	0.30-0.70
Low N-Gain	8 students	25.81%	Gain < 0.30

The average motivation score increased by 12.39 points, from 69.48 to 81.87. Relative to the initial average, this increase was approximately 17.83%. An N-Gain of 0.39 places this increase in the moderate category. This data is important because it shows that highly valid and highly practical media do not automatically produce high gains. Rather, moderate results provide a more realistic picture of changes in motivation: media can serve as an external trigger that enhances the learning experience, but motivation is also influenced by initial interest, personal goals, social support, prior experience, and perceptions of competence. The self-determination framework explains that motivation is stronger when learners feel autonomy,

competence, and relatedness; media can support these three needs, but cannot replace them (Ryan & Deci, 2020).

The distribution of gains reveals heterogeneity in responses that is not apparent when the analysis is limited to the mean. A total of 22 out of 31 students (70.97%) fell into the moderate category, eight students (25.81%) into the low category, and only one student (3.23%) into the high category. Two students showed no increase in their scores. This pattern indicates that the same design does not produce uniform motivational responses. Students with high initial scores also have less room for improvement, so N-Gain may be affected by a ceiling effect. Therefore, students with low gains cannot automatically be deemed unmotivated; some may have started from a relatively high level of motivation. These findings support the need for personalized activities, varied levels of challenge, and more adaptive scaffolding in future developments.

From a pedagogical perspective, this improvement makes sense because the medium combines several mechanisms known to be associated with engagement: visual representations, information segmentation, navigation, quizzes, games, and feedback. A meta-analysis of gamification shows positive effects, though generally not extreme, so the use of game elements is best understood as a motivational booster rather than a standalone solution (Sailer & Homner, 2020). Research on interactive multimedia also indicates the potential for increased motivation when students engage in more active and richly represented learning experiences (Endris & Suhartini, 2022; Nurlaela et al., 2024; Yonanda et al., 2024). Meta-analyses on the use of technology and multimedia reinforce the finding that learning outcomes depend on the quality of pedagogical integration, not merely on the presence of digital devices (Arlinwibowo et al., 2022; Khaeruman et al., 2023).

The findings of this study can also be compared with a more specific study on Canva. (Shoumi & Jf, 2025) found that Canva helps create a more dynamic Islamic Education classroom environment and increases participation; (Syahrani & Wiza, 2024) reported an increase in motivation in Islamic Religious Education at the elementary school level; while (Mustakim et al., 2024) found a positive correlation between Canva videos and motivation. In other developmental studies, Canva has been associated with increased interest and learning outcomes (Asrori et al., 2023; Suteja et al., 2024). The results of this study extend this evidence to eighth-grade material on Prophets and Messengers but offer a more nuanced perspective: changes in motivation fell into the moderate category and were not homogeneous. Thus, its contribution is not a claim that Canva “definitely” increases motivation, but rather evidence that integrated and contextual Canva designs can create learning conditions that better support motivation within the context of a specific pilot study.

When compared to the development of the Smart Apps Creator for Islamic Religious Education which also employs the ADDIE model the findings of this study reveal similar patterns regarding the product's feasibility and practicality; however, the degree of change in motivation need not be identical due to differences in platform, content, duration of exposure, class characteristics, and assessment instruments (Hayati et al., 2025). These contextual differences are important to avoid a mechanical interpretation of N-Gain scores. Moderate results can be more practically meaningful if the product is easy to use, can be maintained by teachers, and is relevant to daily learning routines. Conversely, high gains in short-term trials are not necessarily sustainable if they arise solely from the novelty effect.

Implications for Islamic Religious Education and Research Limitations

The first implication is that digital media for Islamic Religious Education must be designed based on pedagogical functions. Visuals should help clarify ideas; quizzes should provide opportunities to test understanding; games should reinforce learning objectives; and hyperlinks should reduce navigation friction. This principle aligns with

multimedia learning, which emphasizes the meaningful selection and organization of information (Mayer, 2021). Recent research on interactive multimedia also shows that combining learning strategies with Canva can improve motivation when the technology is integrated into a clear learning scenario (Erawati et al., 2026; Simamora et al., 2024). In other words, the innovation lies not in Canva as an application, but in the instructional decisions made through Canva.

The second implication concerns the unique nature of Islamic Religious Education. The curriculum on Prophets and Messengers provides an opportunity to connect the concept of faith with digital ethics. When prophetic qualities are applied to everyday behavior in the digital space, learning shifts from rote memorization to practical relevance. This aligns with the direction of the digitization of Islamic education, which integrates technology with religious values and literacy (A. Q. Dalimunthe & Sinulingga, 2023; Noprijon et al., 2024), as well as studies on character education in the digital age that emphasize the internalization of values in the context of real life (Radjendra et al., 2026). Interactive media can thus serve as a bridge between religious knowledge and students' moral decisions in the digital space, provided that teachers facilitate discussion, reflection, and the application of values.

The third implication is the need to strengthen teachers' competencies. Practical media does not mean it is free of time costs. Teachers still need to select content, verify religious accuracy, design questions, update links, and evaluate the results of its use. Findings by (Dewi & Rahmi, 2026) regarding the contribution of technological literacy to media design competencies, as well as the framework for teachers' digital competencies (Falloon, 2020), emphasize that the sustainability of innovation requires pedagogical-technological capabilities, not merely the ability to operate applications. At the school level, the development of a bank of Islamic Religious Education templates, teacher collaboration, and the sharing of media components can reduce the burden of individual production.

This study has several limitations. First, the intervention was implemented in only one school, and the complete effectiveness data were derived from 31 students, so generalizability to other contexts is limited. Second, the one-group pretest-posttest design lacked a control group; the increase in scores may have been influenced by other factors such as repeated measurements, teacher interaction, or the novelty effect of the media. Third, motivation was measured via self-report, so social responses and momentary perceptions may have influenced the scores. Fourth, a reliability coefficient of 0.700 is acceptable for initial use, but the fact that only 24 out of 40 items retained their reliability indicates the need to refine the instrument in future studies. Fifth, the study did not assess the durability of changes in motivation after several weeks or months. Therefore, follow-up studies should employ quasi-experimental or randomized designs, involve more than one school, combine questionnaires with learning behavior data, and test the sustainability of the effects. Future developments could also include adaptive activity options, response analytics, and interactive elements that provide more personalized feedback. Canva's potential to enhance motivation in various contexts remains open, as demonstrated by a recent study on Canva (Zahra et al., 2026), but the strength of the evidence must always be aligned with the research design employed.

CONCLUSION

This study successfully developed an interactive learning medium based on Canva for Grade 8 material on Prophets and Messengers using the ADDIE model. The product integrates learning objectives, concise visual material, videos, hyperlink navigation, quizzes, games, and conclusions into a single learning flow. Validation results showed very high feasibility in terms of media, content, and language, while student and teacher feedback indicated an excellent level of practicality. After using

the media, the average learning motivation increased from 69.48 to 81.87 with an N-Gain of 0.39 in the moderate category. Most students fell into the moderate gain category, but there was still a quarter of the students with low gains, indicating a heterogeneous response to the media. These findings indicate that Canva is suitable for use as a more visual and interactive alternative for Islamic Religious Education, particularly when digital features are designed to support pedagogical objectives and connect prophetic values with the behavior of the digital generation. However, high validity and practicality should not be equated with strong causal evidence. Because the study used a single group without a control group, conclusions regarding effectiveness are limited to descriptive improvements within the context of this study. Further development is recommended to test the intervention on a broader sample with a comparison group, refine the motivation instrument, measure motivation retention longitudinally, and incorporate adaptive activities so that students with different needs and initial levels of motivation receive more proportionate support.

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