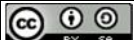


Application PAK RT Based Website Canva As Learning Media for Islamic Religious Education for Grade IV Elementary School

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Received: May 05, 2026	Review : June 05, 2026	Accepted : June 12, 2026
 DOI : https://doi.org/10.47625/fashluna.v7i1.1316		

ABSTRACT

Islamic Religious Education (PAI) learning in elementary schools often faces problems such as low student participation due to traditional teaching methods that make it difficult to access abstract materials. This study aims to develop an innovative learning medium in the form of a website-based application called "PAK RT" created using the Canva platform at SDN Pakuwon 2. Employing Research and Development (R&D) with the ADDIE model, this study involved 23 fourth-grade students in a limited trial. Data were collected through observation and student perception questionnaires, then analyzed using descriptive quantitative methods. The findings indicated high levels of user acceptance and satisfaction: 91.3% of students felt more motivated to participate in learning activities, and 95.7% acknowledged that the combination of text and video greatly helped them understand the material on the history of Prophet Muhammad's preaching. However, because this study did not employ pretests, posttests, control groups, or objective learning outcome measurements, the medium is categorized as feasible and promising for enhancing student interest and participation, but not empirically proven to improve learning achievement.

Keywords: Website, Based Learning Media, PAK RT, Canva, Islamic Religious Education

INTRODUCTION

Early childhood education has big impact in building character, morals and personality student. Wrong one subject which contribute in formation character this is Islamic Religious Education (PAI). In PAI learning, students not only receive information about religious teachings but are also guided to understand and apply Islamic values in their daily activities. Therefore, PAI learning in elementary schools needs to be designed to be engaging, meaningful, and appropriate to the students' developmental characteristics ¹.

However, in practice, Islamic Religious Education (PAI) learning in elementary schools continues to face various challenges. The lecture-dominated learning process tends to make students passive and less actively involved in learning activities ². That, limited use media learning which diverse also become wrong one factor that influences students' low interest in learning. This situation shows that teaching PIE Still need improved so that more interesting and suitable with need and the characteristics of students in elementary schools.

Advances in information and communication technology have brought significant changes to the learning process. The use of technology in learning is one way to improve

¹ Abdul Hamid, "Application of the Exemplary Method as a Learning Strategy to Improve Islamic Religious Education Learning Outcomes," 2020 (Bangkalan), ahead of print, 2020, <https://doi.org/https://doi.org/10.36835/al-fikrah.v3i2.70>.

² Hasbullah, Juhji, and Ali Maksum, *Teaching and Learning Strategies in an Effort to Improve Learning Outcomes in Islamic Religious Education*, 3, no. 1 (2019), <https://doi.org/https://doi.org/10.33650/edureligia.v3i1.859>.

learning quality and student engagement. Digital learning media can present a wider variety of materials through a combination of text, images, animation, audio, and video, thus supporting students in understanding the material more effectively.³

Use tool learning which in accordance can increase participation student in activities Study. Media interactive allows student for involved in a way active, good through exploration, practice questions, and learning evaluation. Research results show that the use of interactive learning media can improve student learning motivation and learning outcomes. One type of innovation in learning that can be developed is media that based website. Media based web superior in its flexibility because can accessible anywhere and anytime using digital devices such as computers or smartphones. Furthermore, web-based media allows for the integration of various multimedia elements into one attractive and easily accessible display.

In this study, learning media was created using the Canva website. Canva is an online platform that allows users to create visually appealing learning media without requiring complex design or programming skills. Using Canva, educators can create learning media containing text, images, illustrations, and interactive visual elements tailored to the characteristics of elementary school students⁴.

The results of observations at Pakuwon 2 Elementary School show that PAI learning in grade IV is still... more lots use method traditional and not yet maximize the effective use of digital learning media. As a result, students become less engaged in the learning process and struggle to grasp abstract concepts. Therefore, creativity is needed in creating interactive learning media to improve the quality of Islamic Religious Education (PAI) education.

Based on this explanation, developing Canva website-based learning media is one option that can be taken to improve the quality of Islamic Religious Education (PAI) learning. However, the use of Canva as a teaching tool for Islamic Religious Education (PAI) in elementary schools is still minimal, especially in the form of integrated interactive learning media. This research resulted in a Canva-based PAK RT application as a learning tool for fourth-grade elementary school students. This media, designed with learning materials, illustrative images, and interactive practice exercises, is expected to enhance student understanding and participation in the learning process.

Based on this background, the question asked in this study is how to design a PAK RT application based on Canva website as a tool for Islamic Education learning for student class IV Elementary school. The purpose of study this is for develop the learning media and evaluate its level of acceptance as a learning medium in elementary schools.

Research results show that the use of interactive learning media can improve student motivation and learning outcomes. In the Islamic Religious Education (IS) learning process in elementary schools, the use of relevant learning media is also very influential in helping students understand religious values more clearly. Islamic Religious Education (IS) teaching in elementary schools needs to be conceptualized in an engaging and relevant manner so that students not only understand the material theoretically but also can apply Islamic values in their daily lives⁵. Furthermore, the use of creative, technology-based learning media can improve the quality of learning, particularly in shaping the religious character of elementary school students. Interactive learning media can provide more meaningful learning experiences, making it easier for students to understand abstract material⁶.

³ Fuad Arsyad, Ismet Basuki, and Euis Ismayati, "Analysis of Learning Media Using Electrical Control Techniques Simulator (EKTS) Software to Improve Student Learning Outcomes in Electric Motor Installation Subjects in Vocational High Schools," 2020, 2020.

⁴ Richard Mayer, *Multimedia Learning*, 3rd ed. (Cambridge University Press, 2020).

⁵ Ani Nur Aeni et al., *Use of Markiza (Let's Zakat) E-Book as a PAI Learning Media in Elementary Schools*, 7 (2023), <https://doi.org/10.31004/jptam.v7i1.5926>.

⁶ Ima Halimah et al., "Development of Canva-based E-book 'SUPI' about Short Letters in Islamic Religious

Thus, developing digital learning media is an alternative that can be used to address issues in Islamic Religious Education (PAI) learning in elementary schools. Media designed to be engaging, interactive, and tailored to student characteristics is expected to increase student participation and help them better understand and apply Islamic values. This aligns with research findings showing that the use of digital and interactive learning media can improve student motivation and achievement at the elementary school level.⁷

RESEARCH METHOD

This study adopted a research and development (R&D) methodology aimed at creating a product in the form of learning media, namely the PAK RT application based on the Canva website. This approach was chosen because it aligns with the objectives. Study which not only analyze something phenomenon, but also creating products that can be used in the learning process. Research and development methods are methods used to create certain products and test their effectiveness⁸.

The research was conducted at SDN Pakuwon 2, with 23 fourth-grade students as subjects. The selection of these subjects was based on the needs of Islamic Religious Education (PAI) learning in the classroom, which requires innovative teaching media to make the learning process more engaging and interactive. This research was conducted through several systematic steps, starting with observation, design, product development, validation by teachers, and limited student trials. These stages are based on the research and development model that has been implemented in the creation of digital learning media in elementary schools⁹.

The first step was observation, conducted to understand the initial state of Islamic Religious Education (PAI) learning in fourth grade. At this point, the researcher observed the learning process and identified the needs of students and teachers regarding the learning media used. Observations were conducted directly in the classroom to obtain a concrete picture of learning activities, student participation, and teacher media use in learning activities. The observation method was applied because it can provide factual and contextual information about the learning situation in the field.

The second stage involved designing and developing a product in the form of learning media using the Canva website platform. At this point, the researchers developed media learning which contain material PIE in accordance with curriculum that there is, equipped with picture, appearance visual which interesting, as well as question exercise Interactive learning materials tailored to the characteristics of elementary school students. The use of digital learning media has been shown to increase student participation and motivation to learn¹⁰.

The research process is carried out through several steps, namely observation, design, development, validation, and limited testing. These stages refer to the research method. And development (R&D) Which covers analysis need, design product, development, validation by expert, and test try limited with users. Approach this has been used in previous R&D research on learning media in elementary schools in Indonesia¹¹. After product made, stage validation

Education Learning for Grade 2 Elementary School,” *Borneo Journal of Islamic Education* 5, no. 1 (May 2025): 51–62, <https://doi.org/10.21093/bjie.v5i1.10408>.

⁷ Richard E. Mayer and Logan Fiorella, eds., *The Cambridge Handbook of Multimedia Learning*, 3rd ed. (Cambridge University Press, 2021), <https://doi.org/10.1017/9781108894333>.

⁸ Rachman Arif et al., *Quantitative, Qualitative and R&D Research Methods*, First Edition (CV Saba Jaya Publisher, 2024).

⁹ Tri Susilawati and Rusdinal, “Development of E-Book Learning Media Based on Integrated Thematic Blended Learning in Grade IV Elementary School,” *Jurnal Cakrawala Pendas* 8, no. 2 (April 2022): 378–87.

¹⁰ R. Mayer, *Multimedia Learning*.

¹¹ Nur Afifah, Otang Kurniaman, and Eddy Noviana, “Development of Interactive Learning Media in Indonesian Language Learning for Grade III Elementary Schools,” *Jurnal Kiprah Pendidikan* 1, no. 1 (January 2022): 33–42, <https://doi.org/10.33578/kpd.v1i1.24>.

done by teacher class IV as practitioners expert. Validation this aim for evaluate suitability media learning from aspect content, design, and ease of use. The tool used at this stage is a questionnaire with a rating scale (Pratiwi et al., 2022). This is also explained in the study on the concepts and stages of R&D ¹².

Step furthermore is do test try limited to 23 student class IV SDN Pakuwon 2. This trial aims to measure students' responses to the use of the application as tool learning. Data collected through questionnaire Which filled by students, including statement about interest, convenience use, and understanding to the material presented in the application. The use of questionnaires as a data collection tool in educational studies is considered efficient for assessing students' views and reactions to the learning tools applied ¹³.

Data collection methods in this study included observation and questionnaires. Observations were used to obtain initial data on learning conditions, while questionnaires were used to assess the appropriateness of the media and student responses to the use of the learning media applications ¹⁴. The data obtained were then analyzed using quantitative descriptive analysis methods.

The questionnaire data was analyzed based on assessment scores to determine the suitability of the designed learning media. The findings of this analysis were then used as a reference for refining and improving the product ¹⁵. The results of the data analysis were then used as a basis for further product improvements and enhancements to make the designed learning media more efficient, engaging, and tailored to student needs ¹⁶.

RESULTS AND DISCUSSION

Research result

Development media learning PACK RT based website Canva in this research refers to the ADDIE development model which includes five stages, namely analysis, design, development, Implementation, and evaluation.

1. Stage Analysis

The analysis phase was conducted to determine the learning needs of fourth-grade students at SDN Pakuwon 2. Through this phase, it was found that students require concrete, visual learning media that can encourage active involvement in learning the history of the Prophet Muhammad's da'wah in Islamic Religious Education lessons. Fourth-grade students are in the concrete operational cognitive development stage, where their understanding is highly dependent on the help of physical objects and real visualizations to build abstract concepts, such as exemplary values in the history of da'wah. Based on this analysis, it was decided to develop web-based learning media using the Canva platform that can address students' learning needs visually, interactively, and contextually.

2. Stage Design

At this design stage, the applications used are Canva and Zep Quiz which were designed with arrangement and element media learning PACK RT Which covers visual display, sequence of material, use of video, and interactive quizzes. Canva was chosen as the development tool

¹² Ade Rahayu, "Research and Development (R&D) Methods: Definition, Types and Stages," *DIAJAR: Journal of Education and Learning* 4, no. 3 (July 2025): 459–70, <https://doi.org/10.54259/diajar.v4i3.5092>.

¹³ Andriani Safitri, Dwi Wulandari, and Yusuf Tri Herlambang, "Pancasila Student Profile Strengthening Project: A New Educational Orientation in Improving the Character of Indonesian Students," *Basicedu Journal* 6, no. 4 (June 2022): 7076–86, <https://doi.org/10.31004/basicedu.v6i4.3274>.

¹⁴ Ridha Aulia Putri and Sri Lestari Handayani, "Development of Android-Based SiMach Land Media in Elementary Schools," *Basicedu Journal* 5, no. 4 (August 2021): 2541–49.

¹⁵ Rachman Arif et al., *Quantitative, Qualitative and R&D Research Methods*.

¹⁶ Rahmawati and Andaryani, *Development of Interactive Multimedia 'Rama Jaka' to Improve Student Learning Motivation in Science Learning for Class V*, 8 (2025).

because offer various template, illustration, and element visual which can be easily combined to create an attractive display for elementary school children. Media design also takes into account the principles of cognitive theory of multimedia learning which submitted by ¹⁷, that is learning become more effective when there is a combination of verbal and visual information in separate processing channels. The interface is made as easy as possible with clear navigation to meet the ease-of-use aspects perceived by fourth-grade students.

3. Stage Development

At the development stage, the PAK RT media is realized in the form of a website based on on Canva which containing text, images, videos, and quiz interactive. Components videos are designed to provide a more authentic learning experience and trigger positive emotions that contribute to increased learning motivation, in line with guo and his colleagues' multimedia learning theory ¹⁸. Regarding the combination of dynamic images and voice. Quiz interactive designed as method evaluation which served with method which are fun for increase power remember student. All element multimedia in PAK RT was designed by taking into account the concept of managed cognitive load proposed by ¹⁹, in where element multimedia arranged such appearance for reduce external cognitive load so that students can concentrate more on processing core information on the material.

Picture Product PACK RT



Implementation Stage and Data Collection Process

According to the Big Indonesian Dictionary (KBBI), data is accurate and complete information. actual, or something which not yet own meaning for the recipient and still need further processing carry on. In study this, data collected from Student responses regarding the use of PAK RT learning media. These responses were obtained through a paper-based

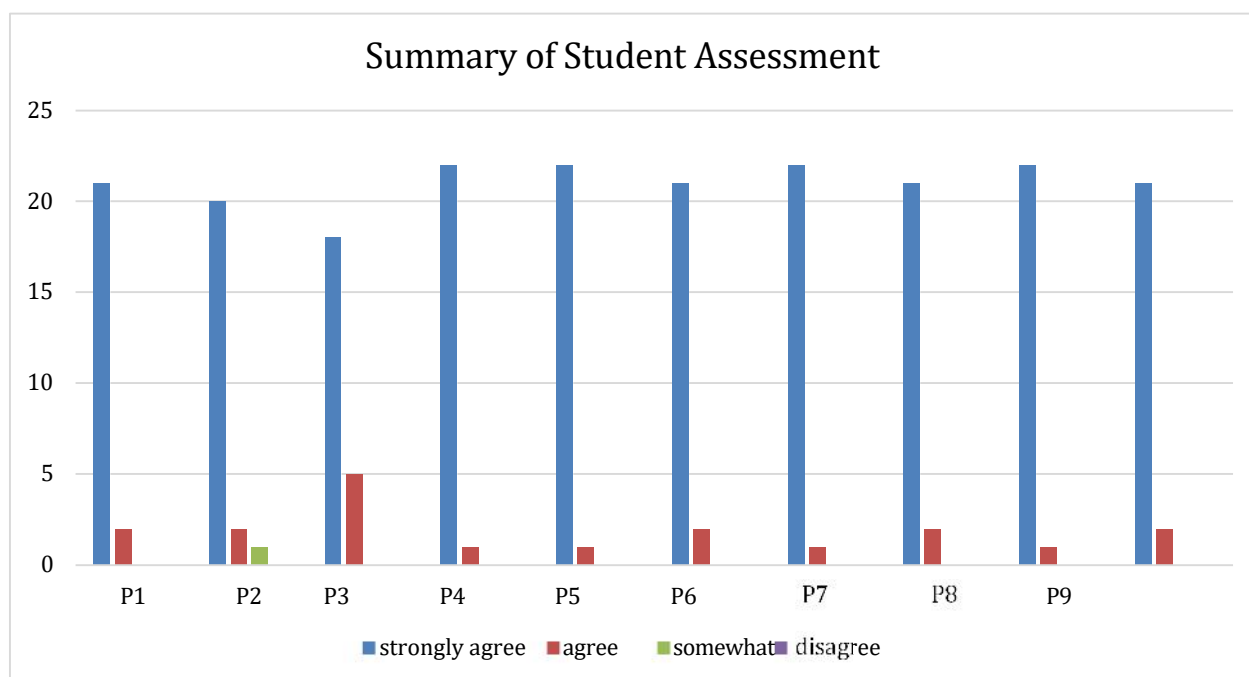
¹⁷ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge University Press, 2009), <https://doi.org/10.1017/CBO9780511811678>.

¹⁸ Philip J. Guo, Juho Kim, and Rob Rubin, "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos," *Proceedings of the First ACM Conference on Learning @ Scale Conference*, March 4, 2014, 41–50, <https://doi.org/10.1145/2556325.2566239>.

¹⁹ John Sweller, "Cognitive Load Theory and Educational Technology," *Educational Technology Research and Development* 68, no. 1 (February 2020): 1–16, <https://doi.org/10.1007/s11423-019-09701-3>.

questionnaire containing statements regarding interest, ease of use, and understanding of material which presented in application. Data which collected then processed and analyzed descriptively quantitatively to identify the level of suitability and student reactions to the learning media created.

This study involved 23 fourth-grade students from SDN Pakuwon 2 who utilized the Canva website-based PAK RT learning media in their lessons on the history of the Prophet Muhammad's mission. Data were collected using a questionnaire consisting of: from 10 statement with scale likert very agree, agree, enough, and no agreed. Here is a summary of the assessment results from all respondents:



From the diagram data, it can be concluded that overall students gave a very positive response to the PAK RT media. Of the 23 students, none chose the answer "enough" or "disagree" for most of the statements, except for statement number 2 where 1 student chose "enough" regarding the appearance of the image and color. To measure the level of media suitability more objectively, student response data was analyzed using the suitability percentage formula proposed by ²⁰:

$$P = \left(\frac{\text{score obtained}}{\text{maximum score}} \right) \times 100\%$$

Based on the formula, the actual score is calculated from the conversion of a 4-point likert scale (strongly agree = 4, agree = 3, fair = 2, disagree = 1), then compared with the ideal maximum score ($4 \times 23 \text{ students} \times 9 \text{ statements} = 828$). The calculation results show that the total score obtained is 803, so that the overall percentage of eligibility of the PAK RT media reaches 96.98%. Referring to the interpretation criteria for eligibility according to ²¹ This percentage ranges from 76% to 100%, which is categorized as "valid/very appropriate," meaning the media can be used without significant revision. The following is an analysis of each indicator:

²⁰ Aisyiyah Hidayah Ngurahrai, Siska Desy Farmaryanti, and Nurhidayati Nurhidayati, "Mobile Learning-Based Learning Media for Momentum and Impulse Material to Improve Students' Critical Thinking Skills," *Scientific Periodical of Physics Education* 7, no. 1 (February 2019): 62, <https://doi.org/10.20527/bipf.v7i1.5440>.

²¹ Ngurahrai, Farmaryanti, and Nurhidayati, "Mobile Learning-Based Learning Media for Momentum and Impulse Material to Improve Students' Critical Thinking Skills."

Statement number 1 regarding the happiness of learning with PAK RT media obtained an actual score of 90 out of 92 maximum scores, resulting in a percentage of 97.8% (Very Appropriate). Statements number 4, 5, 7, and 9 related to ease of understanding, motivation from videos, post-learning understanding, and interest in reuse, each obtained a score of 90 with a percentage of 97.8% (very appropriate). This achievement shows that the core pedagogical function of the media has been consistently fulfilled, in line with the finding ²²that learning media developed with an interactive approach can significantly improve student motivation and learning outcomes.

Statement number 3, regarding the ease of understanding the history of da'wah material, received a score of 87 out of a maximum score of 92, resulting in a percentage of 94.6% (very adequate). Although still in the highest category, this percentage is slightly lower than the other indicators, indicating that the complexity of the history of da'wah content still requires further simplification of its presentation to make it accessible to all students equally.

Statement number 2 regarding image display and color received the lowest score, namely 88 out of a maximum score of 92, with a percentage of 95.7% (very adequate). Although overall it is still in the very adequate category, the presence of one response "Sufficient" on this indicator is an important note. Based on the principles of learning media design, visual quality influences students' initial learning appeal and motivation. These results also indicate that although still very adequate, the variety of aesthetic elements needs to be increased in subsequent developments to accommodate the visual preferences of all students. This finding indicates the need for improvements in the visual design aspect of the media.

a. Stage Evaluation (Evaluation)

The evaluation was conducted based on an analysis of questionnaire data summarized during the implementation phase. Overall, the Canva website-based PAK RT learning media was declared very suitable for use in learning, with a feasibility percentage of 96.98% based on the formula ²³. This achievement exceeds the minimum feasibility threshold generally set in development research, which is 76%.

The evaluation results also showed that the pedagogical effectiveness aspect of the media, which includes ease of understanding and increased motivation, obtained the highest percentage (97.8%). This finding is consistent with research ²⁴stating that interactive-based learning media can increase student interest and learning outcomes simultaneously, with a feasibility percentage of 83.36% in the very feasible category. This indicates that the PAK RT media has successfully fulfilled its main function as a learning aid. Meanwhile, the visual appearance aspect obtained the lowest percentage although it is still in the very feasible category (95.7%), so it needs to be a priority for improvement in the next development cycle. Improvements to the visual design that are more varied and contextual are expected to increase the initial appeal of the media and maintain consistent positive responses from all users .

Discussion

Results study This show that media learning PAK RT based The Canva website received a very positive response from all 23 fourth-grade students. The 91.3% "strongly agree" rating indicates that the platform successfully created a fun learning environment. This finding is in line with research Nurrita which state that media learning based technology digital has its own appeal for students because it can present material in a more varied and non-monotonous

²² Alfin Nurullah et al., "Development of Multimedia for Energy Learning in Living Systems," *JKTP: Journal of Educational Technology Studies* 2, no. 4 (November 2019): 315–19, <https://doi.org/10.17977/um038v2i42019p315>.

²³ Ngurahrai, Farmaryanti, and Nurhidayati, "Mobile Learning-Based Learning Media for Momentum and Impulse Material to Improve Students' Critical Thinking Skills."

²⁴ Nurullah et al., "Development of Multimedia for Energy Learning in Living Systems."

way²⁵.

The success of the PAK RT media in attracting student interest is inseparable from the use of Canva as a development platform. Canva provides a variety of templates, illustrations, and element visual which can combined with easy so that produce an attractive display for elementary school-aged children.²⁶In his research, he explained that Canva is very effective for use as a learning medium because it has a simple interface but is rich in visual features that can increase students' interest in the material presented²⁷. However, there was one student who gave a rating of "enough" in the aspect of image display and color, which indicates that each student's visual preferences are different and there is a need for more diverse design variations²⁸.

On aspect understanding material, as much as 78.3% student state very agree that the historical material of the Prophet Muhammad's preaching is easy to understand. This figure shows the effectiveness of the media in conveying learning content. Stankovi stated that media learning which good must capable simplify the material that complex become more easy understood by student, especially at school level the basis is still in the concrete operational phase²⁹. Historical material on preaching which loaded with values exemplary behavior need visualization Which appropriate so that can be understood well by students.

One of the advantages of PAK RT media is the use of video as part of the media. learning. As many as 95.7% student state that video make they more enthusiastic about learning. This is in accordance with guo and his colleagues' theory on multimedia learning, which states that the combination of moving images (video) and sound can significantly improve students' cognitive processes compared to text alone³⁰. Video capable provide learning experiences which are more real and evoke positive emotions that contribute to increased learning motivation.

An interactive quiz that contained in media PAK RT Also received a positive response, with 91.3% of students stating that they strongly agreed that the quizzes helped them remember the material. Prastowo emphasized that learning evaluations packaged in the form of game or quiz interactive can increase retention memory student because the process of remembering done with method which pleasant and no impressed force³¹. Quizzes also provide immediate feedback that helps students understand how well they have mastered the material.

Statement number 7, which states that after learning to use PAK RT, students have a better understanding of the history of da'wah, received the highest percentage of strongly agree, along with several other statements, namely 95.7%. This figure shows that this media no only fun but also effective instructionally. Sudjana and Rivai stated that the success of a learning medium can be measured by the extent to which the medium can achieve the predetermined learning objectives, including increasing students' understanding of the material³².

²⁵ Teni Nurrita, "Development of Learning Media to Improve Student Learning Outcomes," *MISYKAT: Journal of Al-Quran, Hadith, Sharia and Tarbiyah Sciences* 3, no. 1 (June 2018): 171, <https://doi.org/10.33511/misykat.v3n1.171>.

²⁶ RE Mayer, "Using Multimedia for E learning," *Journal of Computer Assisted Learning* 33, no. 5 (October 2017): 403–23, <https://doi.org/10.1111/jcal.12197>.

²⁷ Lesta Septia Sari and Siti Fatonah, *The Effect of Canva Application-Based Learning Media on Motivation and Science Learning Outcomes of Fourth Grade Students*, 6 (2022), <https://doi.org/10.31004/jptam.v6i1.3184>.

²⁸ R. Mayer, *Multimedia Learning*.

²⁹ Zoran Stankovi, Jelena Maksimovi, and Jelena Osmanovi, "Cognitive Theories and Paradigmatic Research Posts in the Function of Multimedia Teaching and Learning," *International Journal of Cognitive Research in Science Engineering and Education* 6, no. 2 (2018): 107–14, <https://doi.org/10.5937/ijcrsee1802107S>.

³⁰ Guo, Kim, and Rubin, "How Video Production Affects Student Engagement."

³¹ Prastowo, Andi, *Analysis of Integrated Thematic Learning* (Jakarta: Kencana, 2019).

³² Sudjana, Nana & Rivai, Ahmad, *Teaching Media* (Bandung: Sinar Baru Algensindo, 2015), <https://opac.perpusnas.go.id/DetailOpac.aspx?id=113779>.

Students' interest in using similar media again (95.7% Strongly Agree) is an indicator that the learning experience with PAK RT leaves a positive impression that makes students want to repeat it. ³³explains that high interest in learning will have an impact on increasing student participation in learning activities, which in turn will have a good effect on learning outcomes³⁴.

From results study this, seen that media PACK RT based website Canva able to accommodate the learning needs of fourth grade students who require concrete, visual, and interactive learning. Piaget stated that children aged 7-11 years are in the developmental phase. operational concrete, in where they Study optimally through experience Direct and clear visualization. PAK RT media with a combination of text, images, videos, and interactive quizzes is very appropriate for the cognitive development stage of fourth grade students ³⁵.

Success implementation media PACK RT No let go from characteristics student class IV Elementary School Which is at in development stage operational cognitive concrete. On phase This, Children need the help of physical objects and real visualizations to build abstract understanding, such as exemplary values in the history of da'wah. Canva's website-based media developed bridge need this with serve material in a way visual the rich, interactive, and contextual. Findings this in line with studies which done by Hobbs and Tuzel, suggest that the use of visual design platforms in history learning significantly improve the understanding of elementary school students because they are able to change narrative abstract become representation visual which more easy processed cognitively ³⁶.

Besides that, height response positive on aspect video and quiz can explained through the cognitive theory of multimedia learning framework proposed by ³⁷. This theory emphasizes that learning is more effective when there is integration between verbal and visual information in different processing channels. The use of interactive videos and quizzes in PAK RT creates what is called ³⁸ managed learning. cognitive load, in where elements multimedia designed such appearance to reduce external cognitive load so that students can focus more on processing the core information of the material ³⁹. In this context, a study by Gwo Jen Hwang⁴⁰ confirm that media learning which combine video narrative and formative quizzes are able to significantly increase students' long-term memory retention compared to conventional lecture methods.

Furthermore, the very positive response to the aspect of ease of understanding the material (78.3% strongly agree) and the effectiveness of the media in helping understanding (95.7% Strongly Agree) shows that this platform is not only visually appealing, but also has significant educational benefits. This is in line with the findings of al-Rahmi who stated that the success of digital technology adoption in elementary education is largely determined by perceived usefulness and perceived ease of use ⁴¹. In their research, the factors this become main predictor

³³ Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25, no. 1 (January 2000): 54–67, <https://doi.org/10.1006/ceps.1999.1020>.

³⁴ Ryan and Deci, "Intrinsic and Extrinsic Motivations."

³⁵ Berivan Mohammed Ahmed Abdullah, Ilona D. Dabney-Fekete, and Tímea Ceglédi, "Educational Psychology," *Central European Journal of Educational Research* 6, no. 2 (July 2025): 107–11, <https://doi.org/10.37441/cejer/2024/6/2/15070>.

³⁶ Renee Hobbs and Sait Tuzel, "Teacher Motivations for Digital and Media Literacy: An Examination of T Urkish Educators," *British Journal of Educational Technology* 48, no. 1 (January 2017): 7–22, <https://doi.org/10.1111/bjet.12326>.

³⁷ RE Mayer, *Multimedia Learning*.

³⁸ Sweller, "Cognitive Load Theory and Educational Technology."

³⁹ Sweller, "Cognitive Load Theory and Educational Technology."

⁴⁰ Gwo-Jen Hwang and Yun-Fang Tu, "Roles and Research Trends of Artificial Intelligence in Mathematics Education: A Bibliometric Mapping Analysis and Systematic Review," *Mathematics* 9, no. 6 (March 2021): 584, <https://doi.org/10.3390/math9060584>.

⁴¹ Waleed Mughahed Al-Rahmi et al., "Social Media – Based Collaborative Learning: The Effect on Learning Success with the Moderating Role of Cyberstalking and Cyberbullying," *Interactive Learning*

to intention student for keep going use digital learning media. PAK RT, with its simple interface and intuitive navigation, successfully fulfills both of these aspects.

Visual design aspects that received a single “Sufficient” response also need to be analyzed more critically. as material development sustainable. In context user experience (UX) for children, research by Papadakis and Kalogiannakis shows that the visual preferences of 9-10 year olds are highly diverse and influenced by gender, cultural background, and previous technological experience⁴². Therefore, that, although in a way overall design PAK RT assessed interesting by 87% student, still needed existence option customization or variation theme visual in development further to accommodate individual preferences.

The success of PAK RT media is also inseparable from the post-pandemic context where digitalization learning become a inevitability. A studies by Adedoyin and Soykan emphasized that digital-based learning in post-Covid-19 elementary schools is not only functioning as alternative, but has become component integral from modern pedagogy⁴³. Media such as PAK RT which is website-based with a platform Canva offer flexibility access which tall, good used in school either with teacher guidance or independently at home. This aligns with the proposed blended learning concept, which demonstrates⁴⁴ that integrating face-to-face learning with digital learning has been shown to significantly increase student autonomy and engagement .

Besides that, from perspective development professional teacher, use platform using tools like Canva to create learning media opens up new opportunities for Islamic Religious Education (PAI) teachers to become digital content creators. Research by Trust and Whalen found that when teachers were empowered to create their own learning media using easily accessible digital tools, there was a significant increase in technological pedagogical content. knowledge (TPACK) them⁴⁵. This matter on finally impact positive on quality learning which designed. PAK RT developed in this study can be a model for other Islamic Education teachers to adapt and develop similar media according to the context of the material and the characteristics of their students.

And finally, the very high positive response to the aspect of interest in using similar media again (95.7% strongly agree) indicates the potential for sustainability use media this. According to theory self-determination theory from⁴⁶, motivation intrinsic student will increase when three need psychological base they are fulfilled, namely: autonomy, competence, and relatedness PAK RT through the design which interactive, bait come back from quiz, and personally relevant content for fourth grade students successfully meets all three needs, thus creating a learning experience that is not only efficient but also meaningful⁴⁷.

Environments 30, no. 8 (July 2022): 1434–47, <https://doi.org/10.1080/10494820.2020.1728342>.

⁴² Michail Kalogiannakis and Stamatios Papadakis, eds., *Handbook of Research on Tools for Teaching Computational Thinking in P-12 Education*: , Advances in Early Childhood and K-12 Education, ed. Jared Keengwe (IGI Global, 2020), <https://doi.org/10.4018/978-1-7998-4576-8>.

⁴³ Olasile Babatunde Adedoyin and Emrah Soykan, “Covid-19 Pandemic and Online Learning: The Challenges and Opportunities,” *Interactive Learning Environments* 31, no. 2 (February 2023): 863–75, <https://doi.org/10.1080/10494820.2020.1813180>.

⁴⁴ Charles R. Graham, “Chapter 1.1 Blended Learning Systems;,” *CJ* , 2006, https://www.researchgate.net/publication/258834966_Blended_learning_systems_Definition_current_trends_and_future_directions.

⁴⁵ Torrey Trust and Jeromie Whalen, "Should Teachers Be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic," *Journal of Technology and Teacher Education* 28, no. 2 (2020): 189–99, <https://doi.org/10.70725/307718pkpjuu>.

⁴⁶ Ryan and Deci, “Intrinsic and Extrinsic Motivations.”

⁴⁷ Léandre Bouffard, "Ryan, RM et Deci, EL (2017). Self-determination theory. Basic psychological needs in motivation, development and wellness. New York, NY : Guilford Press," *Revue québécoise de psychologie* 38, no. 3 (November 2017): 231–34, <https://doi.org/10.7202/1041847ar>.

CONCLUSION

Based on the results of the research and development that has been carried out, it can be concluded that this research has succeeded in producing learning media in the form of a Canva website-based PAK RT application for Islamic Religious Education subjects regarding the history of the Prophet Muhammad's da'wah for fourth-grade elementary school students. This media was created through a development process that includes the analysis, design, development, implementation, and evaluation (ADDIE) stages, and was validated by professional teachers and tested on a limited basis with 23 fourth-grade students at SDN Pakuwon 2. The results of the limited trial showed that the PAK RT application received a very positive response from students. As many as 91.3% of students stated that they strongly agreed that they felt happy learning using this media, while 95.7% of students expressed that they strongly agreed that this media helped them understand the history of da'wah material better.

Furthermore, 95.7% of students expressed interest in using the same media in the future. This positive response indicates that the use of Canva website-based learning media can increase students' motivation, interest, and perceived understanding of material considered abstract. This media is also considered appropriate for the developmental characteristics of fourth-grade students who are in the concrete operational phase. However, it should be emphasized that this study did not objectively measure the media's effectiveness in improving learning outcomes due to method limitations, namely the lack of a pretest, posttest, control group, or test-based learning achievement measurement. Therefore, the conclusions of this study are limited to the media's feasibility and acceptability by students, not its learning effectiveness. Recommendations for other researchers: It is recommended to create similar media for different Islamic Religious Education materials or other grade levels, considering a wider variety of visual designs. Future researchers are also encouraged to conduct larger-scale trials and apply experimental methods with pretests, posttests, and control groups to objectively and quantitatively assess the media's effectiveness in improving learning outcomes.

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