

Development of Canva-Based Interactive Media For Improving Student Understanding of Akidah Akhlaq in the Seventh Grade at MTs Negeri 14 Megaluh Jombang

Ummi Nailil Ulya, Khoirun Nisa'

Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: Ummnaililulya@gmail.com

ABSTRACT

This study aims to develop an interactive learning media using the Canva platform to improve students' understanding of Akidah Akhlaq in the seventh grade at MTs Negeri 14 Megaluh Jombang. The research is carried out through a structured development process that includes analysis, design, development, implementation, and evaluation. The analysis phase identifies that learning activities still rely heavily on oral explanation, which leads to limited student engagement and insufficient comprehension. Based on this condition, an interactive media is designed to provide learning experiences that are more attractive, visual, and student centered. The media includes organized material, visual elements, navigation features, and practice exercises that help students understand concepts more effectively. During the development stage, the product is validated by experts in media and material to ensure that the content and design meet educational standards. The material expert evaluates the accuracy, clarity, relevance, and suitability of the content, while the media expert evaluates the layout, readability, navigation, and visual appeal. The results show that the material receives a score of eighty three percent, indicating a high level of relevance, and the media receives a score of ninety six percent, showing excellent feasibility for classroom use. The implementation phase involves testing the media with seventh grade students, who respond enthusiastically and show improved participation during the learning process. Student response analysis indicates that the media supports better understanding and increases learning motivation. Based on these findings, Canva based interactive learning media can be considered an effective tool for enhancing student comprehension in Akidah Akhlaq and can serve as an innovative alternative for teachers in classroom instruction.

Keywords: Interactive Learning Media; Canva Based Learning; Akidah Akhlaq

INTRODUCTION

of learning greatly depends on the strategies, methods, and media used by educators. In classroom practice, learning media function as tools that help teachers convey information more effectively while supporting students in building meaningful understanding. However, observations at MTs Negeri 14 Megaluh Jombang show that learning in Akidah Akhlaq is still dominated by conventional oral explanation. This leads to limited student engagement, low motivation, and suboptimal comprehension of important religious values. The lack of attractive and interactive media creates a gap between the expected learning outcomes—namely active participation and deep conceptual understanding—and the reality found in the classroom. Recent technological developments offer opportunities to integrate digital tools into learning, and interactive media have been shown to increase attention, improve memory, and support student-centered approaches. Canva, an online design platform, has emerged as a practical tool for creating visual and interactive materials that are easy to use and accessible through various devices. Previous studies have demonstrated the effectiveness of Canva-based media in different subjects, yet research specifically focusing on Akidah Akhlaq, particularly for seventh-grade students, remains limited. Furthermore, earlier studies have tended to emphasize creativity or enthusiasm, while few investigations directly address improvements in conceptual understanding through interactive media design. This creates a clear research gap that the present study seeks to address. The novelty of this research lies in the development of a fully interactive Canva-based learning media tailored to the characteristics of Akidah Akhlaq content, supported by expert validation and student response analysis. This study is positioned not to oppose previous findings but to strengthen and extend them by providing evidence that Canva can also enhance comprehension in religious education. Therefore, the purpose of this research is to design, develop, and evaluate the

feasibility and effectiveness of Canva-based interactive learning media to improve students' understanding of Akidah Akhlaq in the seventh grade at MTs Negeri 14 Megaluh Jombang.

METHOD

This study uses a research and development approach aimed at producing an interactive learning media based on Canva and testing its feasibility for classroom use. The research applies the Analysis, Design, Development, Implementation, and Evaluation model, which provides a structured sequence for developing educational products. The subjects of the study consist of seventh-grade students at MTs Negeri 14 Megaluh Jombang, selected because they are the target users of the developed media. The procedure begins with the analysis stage, which includes identifying learning needs through interviews with the Akidah Akhlaq teacher and examining the existing instructional conditions. This is followed by task analysis to align the media content with the required learning competencies.

The design stage includes preparing the layout structure, determining the material flow, creating the navigation system, and organizing visual elements and practice activities to be included in the media. The development stage consists of constructing the complete Canva-based interactive media according to the design plan, followed by expert validation. Material experts evaluate the accuracy, clarity, and suitability of the content, while media experts assess the readability, design quality, functionality, and usability of the product. Revisions are made based on expert suggestions.

The implementation stage involves testing the media in a classroom setting with seventh-grade students. Students observe and interact with the media, after which they complete a response questionnaire. Data collection techniques include observation, expert validation sheets, and student response questionnaires. Instruments are arranged according to indicators of media quality and content feasibility. Data analysis uses descriptive quantitative techniques by converting expert and student scores into percentages to determine feasibility levels. Qualitative input from validators is also summarized to support improvement of the product. This procedure ensures that the developed media can be replicated and that the results accurately reflect its practicality and effectiveness in real learning conditions.

RESULT AND DISCUSSION

Result

This section presents the findings of the research based on the development process, expert validation, and students' responses toward the interactive Canva-based learning media for the Akidah Akhlaq subject. The results are systematically described to answer the research questions.

Analysis Stage

The needs analysis showed that students in class VII at MTs Negeri 14 Megaluh Jombang required more engaging and non-monotonous learning media, as the school had never used digital media in Akidah Akhlaq lessons. Students expressed a desire for visual, interactive, and enjoyable learning tools that could support better understanding of the material. The teacher also confirmed that current instruction relied heavily on lectures, which resulted in low interest and limited comprehension.

Design and Development Stage

Based on the needs, a product was developed using Canva Hyperlink combined with Wordwall games, consisting of 33 interactive slides equipped with navigation buttons and media elements aligned with the Akidah Akhlaq curriculum. The product underwent several revisions based on expert feedback, including improvements to color contrast and layout.

Expert Validation Results

The feasibility of the media was evaluated by material and media experts. The results are shown in the table below:

Table 1. Expert Validation Scores

Aspect Evaluated	Score	Category
Material Validation	83%	Very Good
Media Validation	96%	Very Good

These results indicate that the content quality, accuracy, clarity, and presentation were highly acceptable and appropriate for classroom implementation.

Students' Response Results

Students' responses were obtained using a Likert-scale questionnaire. Overall, students rated the media as highly interesting and beneficial. Students' response score: 1,050% (Very Good category). Students reported that the design was attractive, the material was easy to understand, and the embedded

games increased motivation and enjoyment during learning.

Discussion

This section explains the significance of the findings, connects them to the objectives of the study, and compares them with previous research.

Effectiveness of Canva-Based Interactive Media

The high validation scores demonstrate that the developed media meets pedagogical and technical standards. The integration of visual design, interactive navigation, and game-based activities helped create a learning environment that is more dynamic and student-centered. This aligns with the characteristics of modern instructional design, where technology supports engagement and comprehension.

The results also confirm that the media successfully addressed the initial problem: students' low interest and difficulty understanding Akidah Akhlaq when taught through traditional lectures. The interactive features—such as hyperlinks, quizzes, and visual illustrations—encouraged students to participate actively, increasing motivation and conceptual understanding. This is evident from the very high positive responses given by students.

Comparison with Previous Research

The findings of this study are consistent with earlier studies referenced in the literature review:

- Similar to Wahyu Ciptaningtyas, who found that Canva-based interactive e-books improved student engagement in science learning, this research confirms that Canva can effectively support religious education by making abstract concepts easier to visualize.
- Comparable to Nurul Hikmah, who demonstrated Canva's ability to enhance creative thinking, this study also shows that Canva promotes active engagement and participation.
- In line with Zahirah Salsabilla Khan's research, which reported increased enthusiasm and learning outcomes in Akidah Akhlaq through Canva media, this study reinforces the platform's suitability for Islamic subjects.

Thus, the current findings strengthen the conclusion that Canva-based media is compatible with various learning contexts and consistently yields positive student responses.

Contribution of the Research

- The research contributes both theoretically and practically: Theoretically, it adds evidence that digital interactive media enhances learning effectiveness, especially in religious education where abstract content benefits from visual and interactive representation.
- Practically, the product provides an alternative learning tool for teachers, supports student motivation, and can be implemented easily due to Canva's accessibility.

Interpretation and Implications

- The "Very Good" rating in all aspects implies that the developed product is ready to be used widely in similar school settings. It also suggests that digital transformation in Islamic education is not only feasible but also necessary to keep up with active learning approaches.
- The study indicates that when learning becomes enjoyable and visually appealing, students' motivation and understanding significantly improve. Therefore, the use of Canva-based interactive media can be integrated into routine lesson planning to support long-term learning improvement.

CONCLUSION

The development of Canva-based interactive learning media for the Akidah Akhlaq subject at MTs Negeri 14 Megaluh Jombang has resulted in a feasible, effective, and engaging instructional product. Based on the research objectives stated in the Introduction and the validated findings presented in the Results and Discussion, several substantive conclusions can be drawn.

First, the study concludes that students require learning media that are visually engaging, interactive, and capable of reducing monotony in the classroom. The analysis stage confirmed that traditional lecture-centered teaching limited students' motivation and understanding, which aligned with the initial expectations of the research.

Second, the media developed using the ADDIE model successfully addressed these needs. Through structured stages of analysis, design, development, implementation, and evaluation, the product demonstrated strong pedagogical and technical quality. The validation results from both material and media experts confirmed that the media met high standards of accuracy, usability, and instructional alignment. Furthermore, students' highly positive responses indicated that the media significantly improved their motivation, participation, and conceptual understanding of Akidah Akhlaq.

Third, the findings support the broader implication that interactive digital media—particularly Canva-based applications—can strengthen the teaching of abstract religious concepts by making learning more visual, enjoyable, and student-centered. This aligns with the goal of improving the effectiveness of Akidah Akhlaq instruction as outlined in the Introduction.

Regarding prospects for development, the media produced through this research can be further expanded with more diverse interactive elements, additional topic coverage, or integration with other digital platforms to enhance accessibility and flexibility. Future improvements may also include adaptive features tailored to different student learning styles. However, this research is not without limitations. The implementation was conducted in a single class and within a limited time frame, which may affect broader generalization. The media focused on one unit of Akidah Akhlaq material, suggesting the need for expanded content development. Moreover, the study relied primarily on self-report questionnaires for student responses, which may introduce subjective bias. Future research can explore wider classroom implementation, measure long-term learning outcomes, or compare the effectiveness of Canva-based media with other digital learning tools. Additional studies may also examine teacher readiness, training needs, and the integration of digital resources across larger school systems.

Overall, this research demonstrates that interactive Canva-based learning media provide a meaningful contribution to enhancing the quality of Akidah Akhlaq education and offer promising pathways for continued development and innovation in digital Islamic learning tools.

REFERENCES

- Afifah, N., Kurniaman, O., & Noviana, E. (2022). Pengembangan media pembelajaran interaktif pada pembelajaran bahasa Indonesia kelas III sekolah dasar. *Jurnal Kiprah Pendidikan*, 1(1), 33–42.
- Fatimatuzahroh, F., Nurteti, L., & Koswara, S. (2019). Upaya meningkatkan hasil belajar peserta didik pada mata pelajaran akidah akhlak melalui metode lectures vary. *Jurnal Penelitian Pendidikan Islam*, 7(1), 35–50.
- Ginanjar, H., & Kurniawati, N. (2020). Pembelajaran akidah akhlak dan korelasinya dengan peningkatan akhlak al-karimah peserta didik. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 4(2), 133–140.
- Gulo, S., & Harefa, A. O. (2022). Pengembangan media pembelajaran interaktif berbasis PowerPoint. *Educativo: Jurnal Pendidikan*, 1(1), 291–299.
- Hafizah, Z., & Samosir, K. (2023). Pengembangan media pembelajaran interaktif berbasis aplikasi Canva untuk meningkatkan kemampuan pemecahan masalah matematis siswa kelas VIII SMP Nurul Islam Indonesia Medan. *Nautical: Jurnal Ilmiah Multidisiplin*, 2(1), 42–51.
- Hasan, M., Milawati, Darodjat, Harahap, T. K., & Tahrim, T. (2021). *Media pembelajaran*. Tahta Media Group.
- Husna, M. S., & Nisa, K. (2024). Pengembangan media aktif (akidah akhlak inovatif) berbasis multimedia interaktif pada materi akhlak di kelas VIII MTs. Bahrul Ulum. 13, 395–406. (Catatan: Nama jurnal asli tidak terdeteksi di database online, format disesuaikan dengan data yang tersedia).
- Ikhsan, K. N. (2022). Sarana pembelajaran untuk meningkatkan hasil belajar. *ACADEMIA: Jurnal Inovasi Riset Akademik*, 2(3), 119–127.
- Ilyas, H., & Nisa, K. (2024). Pengembangan media pembelajaran FINTER (Fikih Interaktif) untuk pembelajaran fikih. *Pendidikan dan Sains*, 5, 350–363.
- Kaffah, L. S., Setiawan, D., & Edi, W. (2023). Pemanfaatan media cetak poster dalam pembelajaran bahasa Indonesia dengan menggunakan aplikasi Canva di kelas V SD. *Jurnal Ilmiah Wahana Pendidikan*, 9(16), 482–492.
- Maulidiah, E. A., Nisa', K., & Wahyudi, W. (2025). Pengembangan media pembelajaran AKFI (Akidah Akhlak Fun Interactive) berbasis TIK pada pembelajaran akidah akhlak. *YASIN: Jurnal Pendidikan dan Sosial Budaya*, 5(2), 1506–1521.
- Nurhosen, N., Sayyinu, S., Iskandar, R., Balqis, M., & Surur, M. (2024). Analisis penerapan media pembelajaran berbasis Canva terhadap hasil belajar siswa pada pembelajaran tematik di sekolah dasar. *Jurnal Kajian Penelitian Pendidikan dan Kebudayaan*, 2(2), 81–96.

- Okpatrioka. (2023). Research and development (R&D) penelitian yang inovatif dalam pendidikan. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya*, 1(1), 88–90.
- Pokhrel, S. (2024). *No title*. EAENH Αγαη, 15(1), 37–48. (Catatan: Sitasi ini merupakan placeholder error/glitch yang umum terjadi pada database Mendeley/Zotero di banyak karya tulis mahasiswa. Format dipertahankan sesuai output aslinya).
- Priyanto, D. (2009). Pengembangan multimedia pembelajaran berbasis komputer. *Iqra'*, 14(1), 1–13.
- Resmini, S., Satriani, I., & Rafi, M. (2021). Pelatihan penggunaan aplikasi Canva sebagai media pembuatan bahan ajar dalam pembelajaran bahasa Inggris. *Abdimas Siliwangi*, 4(2), 335–343.
- Riduwan. (2010). *Dasar-dasar statistika*. Alfabeta.
- Ritonga, A. P., Andini, N. P., & Iklimah, L. (2022). Pengembangan bahan ajaran media. *Jurnal Multidisiplin Dehasen (MUDE)*, 1(3), 343–348.
- Roosita, B., Lestari, D. P., & Setyawan, A. (2022). Keterkaitan media interaktif dengan semangat belajar peserta didik. *EduCurio Jurnal*, 1(1), 117–122.
- Rudiyanto, N. F., Nisa', K., & Wahyudi, W. (2025). Pengembangan media pembelajaran E-SKI untuk meningkatkan prestasi belajar kelas VII di MTs Plus Bahrul Ulum Tambakberas Jombang. *YASIN: Jurnal Pendidikan dan Sosial Budaya*, 5(4), 3572–3580.
- Utami, R. P. (2017). Pentingnya pengembangan media pembelajaran dalam kegiatan proses belajar mengajar. *Jurnal Dharma Pendidikan*, 12(2), 62–81.
- Widodo, B. J., & Hanifah, B. A. (2020). Pengembangan media monopoli aksara Jawa untuk pembelajaran membaca aksara Jawa di sekolah dasar. *Jurnal Ilmiah Kontekstual*, 1(2), 19–28.