

Utilization of interactive learning multimedia through the canva application in Islamic religious education subjects in class XI RPL SMK Wirajaya Tanjung Morawa

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ABSTRACT

This study aims to describe the use of interactive learning multimedia through the Canva application in Islamic Religious Education (PAI) subjects for grade XI RPL at SMK Wirajaya Tanjung Morawa in the 2025/2026 academic year. This study used a qualitative method with a descriptive approach. The research subjects consisted of PAI teachers and grade XI RPL students. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis included data condensation, data presentation, and conclusion drawing. The results showed that the use of the Canva application as interactive learning multimedia can increase student interest and activeness in the learning process, thereby creating a more engaging learning atmosphere that helps students better understand PAI material. Canva media facilitates teachers in delivering and presenting material and creates a more visual, systematic, and varied learning experience. Therefore, the use of interactive learning multimedia through the Canva application can be used as an alternative, innovative, relevant, and effective learning medium for implementation in Islamic Religious Education learning at the vocational high school level.

Keyword: interactive learning multimedia; canva; Islamic Religious Education; PAI learning

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1. INTRODUCTION

Literature serves as a medium through which human beings express intellectual reflection, emotional experience, and philosophical inquiry. Among literary genres, poetry holds a distinctive position because it condenses complex ideas into symbolic language, sound patterns, and structural design. Victorian poetry, in particular, often reflects tensions between faith and doubt, individuality and society, as well as emotion and rational restraint. One poet who consistently explored these tensions is Matthew Arnold, whose works frequently portray psychological conflict and the search for inner stability.

The development of digital technology has brought significant changes to the world of education, especially in the way learning materials are delivered. In today's digital era, teachers no longer rely solely on traditional lecture methods but are required to utilize digital technology-based learning innovations to make the teaching and learning process more effective, engaging, and aligned with the characteristics of Generation Z, particularly in software engineering (RPL) expertise programs that are accustomed to visuals and digital interactions. One form of this innovation is the use of interactive learning multimedia as a learning tool that not only conveys information visually but also actively engages students in the learning process (Hasrian, 2024).

One of the applications widely used in educational contexts is Canva, a web-based graphic design platform that is increasingly popular, easily accessible, and equipped with creative features for developing interactive learning materials. It includes visual elements, animations, audio, and templates that support creative learning, such as presentations, infographics, videos, animations, and other interactive components, making it suitable for Islamic education learning contexts that require the delivery of abstract and complex

concepts such as monotheism, worship, and history in a more engaging form (Asnawati, 2023). Islamic Religious Education (PAI) is a core subject in the Indonesian education curriculum, including at the vocational high school (SMK) level. PAI aims not only to transfer knowledge of Islamic teachings, such as faith, sharia, and morals, but also to shape students' character as a generation of believers who are able to apply religious values in their daily lives (Juli Maini, 2022).

In the context of Islamic Religious Education (PAI), students' interaction with conceptual and reflective materials often faces challenges in capturing attention and encouraging active participation. Conventional learning media that rely solely on text and lectures sometimes fail to accommodate the needs of more dynamic learning. Several studies on the use of the Canva application in Islamic Religious Education (PAI) have found that Canva can support the presentation of materials in a more engaging manner and potentially increase students' interest and understanding of religious concepts. For example, a study examining students' perceptions of Canva use in Islamic education showed that this tool can increase student engagement and facilitate understanding of the concepts taught (Ghifari, 2025).

First, research conducted by Rifqi Pratama, Mashudi Alamsyah, Martua Ferry S., Giry Marhento, and Jupriadi, entitled "*Utilization of Canva as an Interactive Learning Media in Improving Madrasah Aliyah Students' Understanding of Science Subjects*," indicates that science subjects in schools are still considered difficult and less popular. Therefore, teachers need media that can help explain these subjects effectively. One such medium is Canva, which has many attractive features and templates that can stimulate students' interest in understanding science materials. With media designed through Canva, science learning is expected to be explained more easily by teachers to students (Pratama et al., 2023).

Second, research conducted by Abdullah Muhammad Alfatih, Hannatul Jannah, and Raharjo entitled "*Pemanfaatan aplikasi Canva sebagai media pembelajaran multimedia interaktif di Madrasah Ibtidaiyah*" shows that media developed using Canva obtained valid criteria based on assessments conducted by material experts and media experts. Canva as an interactive learning medium is very practical to use in terms of time, place, and usability. The development of Canva-based media also received positive feasibility responses from students, categorized as interesting in terms of presentation, content, language, and design, with each feasibility aspect reaching a percentage of 80–100%. This indicates that Canva as a learning medium is well liked by students and effective for learning Fiqh (Alfatih et al., 2024).

Third, a study by Juwanda Pranata Wijaya and Nurmawati entitled "*Pemanfaatan Media Interaktif Berbasis Aplikasi Canva Dalam Pembelajaran Pai Di Smpn 1 Stabat Kabupaten Langkat*" found that the use of Canva improves learning efficiency and student motivation. However, the main challenges faced include technological mastery, relevant content development, and time allocation. Continuous training and support are needed to overcome these obstacles and optimize the use of interactive media in learning (Wijaya & Nurmawati, 2025).

More broadly, this background highlights the importance of pedagogical innovation in Islamic Religious Education (PAI) to address the challenges of the 21st century, where vocational high school students must be equipped not only with technical skills but also with strong spiritual values. This research is expected to provide practical contributions for Islamic Religious Education teachers at SMK Wirajaya and similar institutions, as well as enrich the literature on Islamic education in the digital era. Thus, an in-depth exploration of the use of Canva as an interactive multimedia tool is highly relevant and urgent to ensure more meaningful and memorable Islamic Religious Education learning for younger generations. By focusing on the use of interactive learning multimedia through Canva, this research aims to reveal how this application can be optimized to improve the effectiveness of Islamic Religious Education learning while addressing issues of student motivation and participation among grade XI RPL students.

This issue is of particular concern considering the characteristics and learning needs of students in vocational environments. Therefore, utilizing Canva as an interactive learning medium not only supports the achievement of cognitive learning objectives but also contributes affectively and psychomotorically in Islamic Religious Education (PAI) learning. This aligns with 21st-century learning approaches that emphasize the integration of digital literacy, critical thinking skills, and character values.

Therefore, based on the background explained above, the author is interested in conducting in-depth research presented in a scientific work entitled: "*Utilization of Interactive Learning Multimedia Through the Canva Application in Islamic Religious Education Subjects in Class XI RPL SMK Wirajaya Tanjung Morawa*."

2. RESEARCH METHOD

This research employed a descriptive method with a qualitative approach, aiming to investigate, discover, describe, and explain information in depth and openly, as well as to reveal events within the data presentation (Indra Prasetya). Another term for a research subject is respondent, which refers to a person who

provides a response to the treatment given. In other words, research subjects or respondents, commonly referred to as informants, are individuals who provide information in the form of necessary data related to the research being conducted (Fitrah & Luthfiyah, 2017). The research informants consisted of one Islamic Religious Education teacher and eight students from grade XI RPL, comprising four male and four female students. This research was conducted over a period of six months.

The data collection techniques used were observation, interviews, and questionnaires (Muliani, 2022). Observations were conducted to determine the extent of students' engagement in the learning process and how they responded to material delivered through Canva. The type of interview used in this study was a structured interview, in which the researcher interviewed informants according to a pre-prepared questionnaire. Documentation refers to the collection, selection, processing, and storage of information within a field of knowledge, as well as the provision of evidence and supporting information such as images, quotations, and other reference materials (Li & Pustaka, 2017).

In qualitative data analysis, there are three simultaneous activity flows: data condensation, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). The technique used to determine the validity of the data in this study was triangulation. Triangulation is the process of checking the accuracy of data and interpretations by comparing data obtained from different sources, at various stages of field research, and at different times (Susanto, 2023).

3. RESULTS AND DISCUSSION

A. *Utilization of Interactive Learning Multimedia Through the Canva Application in Islamic Religious Education (PAI) Subjects in Grade XI RPL at SMK Wirajaya Tanjung Morawa*

Utilization refers to the act or result of using something for its intended purpose. In simple terms, utilization can be defined as the use of something according to its function (Kurniawan et al., 2020). Multimedia is a combination of several media elements such as text, images, sound, and video used to convey messages or information. According to the *Big Indonesian Dictionary* (KBBI), interactive refers to the characteristic of mutual action and reaction between two or more entities, meaning a reciprocal relationship that enables active participation (Surjoni, 2017).

Interactive learning multimedia is a learning program that integrates text, images, graphics, sound, video, and animation synergistically with the help of computer devices or similar technology to achieve specific learning objectives, allowing users to actively interact with the program (Surino, 2017). One of the main advantages of interactive multimedia is its ability to increase user interaction and engagement in the learning process. Research shows that engagement in digital environments can enhance education by enabling multiple perspectives, situated learning, and knowledge transfer. For instance, in learning contexts, interactive multimedia allows students to actively participate through activities such as selecting answers in online quizzes, engaging in simulations, or participating in discussions. This can strengthen conceptual understanding and increase student motivation. Moreover, interactive multimedia helps visualize complex concepts in ways that are easier to understand and remember (Wilyani et al., 2024).

Thus, the use of interactive learning multimedia can be understood as the utilization of technology that combines text, graphics, audio, video, and animation in a single platform that allows users to interact directly—such as clicking, responding, and navigating—so that they can learn independently. This approach can increase motivation, efficiency, and understanding of complex concepts through an engaging learning experience.

Canva is an online design application that enables users to easily create various creative designs and is accessible even for beginners. It can be used to produce infographics, posters, presentations, videos, and other visual media (Umam, 2023). The application is designed with a user-friendly interface, allowing users from diverse educational backgrounds to utilize it without requiring professional design skills.

Canva's main features include:

1. Drag-and-Drop Interface – Users can easily move elements such as text, images, and icons into the workspace.
2. Ready-to-Use Templates – Thousands of templates are available for education, marketing, social media, and more.
3. Interactive Design Elements – Includes customizable icons, illustrations, animations, graphs, and charts.
4. Real-Time Collaboration – Users can work simultaneously on the same project online.

5. Integration with Other Platforms – Such as Google Drive, Google Classroom, and Microsoft Teams (Anjarwati, 2022).

Based on observations conducted by the researcher, the use of interactive learning multimedia through the Canva application represents an innovation implemented at SMK Wirajaya to integrate digital technology into Islamic Religious Education (PAI) learning. Previously, the lecture method was dominant and monotonous, resulting in students' lack of interest in learning (Yira Dianti, 2017). Canva was selected as an interactive learning medium because it enables teachers to design engaging teaching materials using templates, infographics, animations, and short videos. This helps students better understand Islamic Religious Education material, which is often perceived as complex and abstract.

An interview with informant X, an Islamic Religious Education teacher, revealed:

"I use Canva to create dynamic and engaging teaching materials such as infographics, interactive presentations, and digital posters about Islamic Religious Education concepts like morals, worship, and Islamic history. The learning process integrates PowerPoint, mind mapping, and Canva, supported by methods such as discussions, question-and-answer sessions, assignments, peer tutoring, and lectures. Students can click sections to view more detailed explanations, including animated videos about ablution. This makes learning more interesting and encourages students to be more active and enthusiastic, which ultimately improves learning outcomes."

From the students' perspective, an interview with informant Y, a grade XI RPL student, stated:

"Canva makes Islamic Religious Education more enjoyable. Usually, religious lessons are boring, but with clickable infographics I can learn while playing."

Another student, informant Z, explained:

"Previously, learning Islamic Religious Education felt like reading and memorizing textbooks, which made us bored. Now with Canva, learning is more interesting and easier to understand because we can create posters, infographics, and presentations related to the material."

The use of interactive learning media has significantly influenced the growth of students' interest and enthusiasm for learning at various educational levels. Such media can attract students' attention and encourage them to focus on the material presented by the teacher. Compared to traditional methods that do not maximize media use, interactive Canva-based media is considered effective in fostering enthusiasm when delivering Islamic Religious Education material, which covers diverse topics such as Islamic history (SKI), the Qur'an and Hadith, Fiqh, and Aqidah Akhlak (Wilyani, 2024).

Through Canva, educators and students can collaboratively produce innovative works such as videos, animations, posters, and presentations, creating more engaging and interactive learning experiences. This reduces boredom, increases attention, and helps students understand and master learning objectives more effectively. Since Islamic Religious Education includes diverse and conceptually rich material, teachers are encouraged to apply varied teaching methods rather than relying solely on lectures (Asnawati & Sutiah, 2023).

The use of Canva as a learning tool in Islamic Religious Education also shows positive impacts on students' final project assignments. These impacts include:

1. Increased Creativity – Students can express their understanding visually and creatively.
2. Improved Conceptual Understanding – Visualization helps clarify abstract concepts.
3. Active Participation – Canva supports collaborative learning and active involvement.
4. Technology Integration – Reflects 21st-century learning demands that require digital competence (Irwansyah, 2024).

Based on observations and interviews conducted with Islamic Religious Education teachers, it can be concluded that the use of Canva-based interactive multimedia has a positive impact on students' learning interest. Students demonstrated high enthusiasm, reflected in their focus on the material, willingness to ask questions, and active participation during lessons. Learning became more dynamic, engaging, and motivating. Therefore, Canva audiovisual media not only functions as a teaching aid but also as an effective tool for increasing student engagement and improving mastery of Islamic Religious Education material. This indicates that Canva can serve as an innovative and effective alternative learning medium, particularly in Islamic Religious Education subjects.

B. Implementation of Interactive Multimedia Learning Through the Canva Application in Islamic Religious Education (PAI) Subjects in Grade XI RPL at SMK Wirajaya Tanjung Morawa

Based on field observations, it was found that the use of Canva in Islamic Religious Education (PAI) learning in grade XI RPL at SMK Wirajaya Tanjung Morawa was implemented through several stages:

preparation, implementation, and evaluation. The following stages describe the use of learning media based on interviews and observations conducted by the researcher.

1) Learning Planning

Planning is the process of determining goals and how to achieve them. In a learning context, planning refers to determining objectives, activities, and expected outcomes in the instructional process. Therefore, planning concerns deciding what will be implemented. The planning function includes determining what is to be achieved, how it will be achieved, how much time will be required, and how many people will be involved (Hamalik, 2009).

In practice, besides preparing learning materials or modules, teachers also prepare facilities and infrastructure that support the learning program. As conveyed by Mrs. Aina, a PAI teacher in grade XI RPL at SMK Wirajaya Tanjung Morawa:

“To support the learning process in class and the achievement of learning objectives, each teacher prepares a learning module every week. With the module, teachers can teach more easily and develop learning strategies to deliver material clearly and systematically so that learning objectives can be achieved. In utilizing Canva as a learning medium, SMK Wirajaya provides supporting facilities such as laptops, LCD-to-HDMI connectors, projectors, and Wi-Fi internet access.”

Based on observations, the teacher first prepared learning modules and teaching equipment such as a laptop, internet connection, LCD-to-HDMI cable, and projector to support the learning process. The teacher then developed teaching materials in the form of visually engaging presentations using the Canva application. The materials were designed as slides combining text, images, and visuals relevant to the topic, such as *Emulating the Footsteps of World-Famous Indonesian Ulama*. The teacher also created a short video using Canva as an introductory activity before the lesson began. All content was designed to attract students' attention and facilitate their understanding of the material. The learning module indicated that the media used included audiovisual content created through Canva and PowerPoint materials (Siti Hawa, 2023).

Projectors are generally used to display presentation slides, while audiovisual media are often used to play videos that strengthen students' understanding of the material (Tenty & Relsas, 2021). At the implementation level, the use of interactive multimedia learning requires technological support such as smartphones, laptops, and computers, which enable access to information anytime and anywhere (Gikas & Grant, 2013).

From these findings, it can be seen that the teacher demonstrated careful preparation before implementing Canva-based learning. The teacher not only prepared modules and instructional materials but also learned how to use Canva's features to create more engaging learning displays aligned with the characteristics of grade XI RPL students. Effective learning begins with careful planning that focuses on both learning materials and student needs. Therefore, improving teacher competence in designing instructional media is essential to produce engaging learning experiences. Teacher success in implementing instruction is reflected in their ability to innovate when designing and presenting materials using appropriate methods. Creativity plays a key role in motivating students to remain enthusiastic during learning activities (Amini, 2021).

This practice is consistent with Mayer's multimedia learning theory, which states that students learn better from a combination of text and images than from text alone. Placing images and text within the same frame on a slide aligns with the principle of spatial contiguity, which recommends presenting related visual and verbal information close together. Furthermore, presenting visual and audio materials simultaneously in videos or presentations supports the principle of temporal contiguity, where synchronized information presentation enhances students' understanding.

2) Implementation of Learning

Learning implementation is a regulated process carried out according to certain steps to achieve the expected results (Nana, 2010). Learning implementation generally consists of three stages: preliminary activities, core activities, and closing activities.

Preliminary activities are conducted by the teacher to create a learning atmosphere that prepares students mentally to participate in the lesson. In this stage, teachers must pay attention to students' needs and demonstrate concern for their well-being.

Core activities represent the main learning process aimed at achieving core competencies. These activities should be interactive, inspiring, enjoyable, challenging, and motivating, encouraging students to participate actively and providing opportunities for initiative, creativity, and independence according to students' talents, interests, and physical and psychological development. Methods are adjusted to the

characteristics of students and subject matter, including observing, questioning, exploring, associating, and communicating.

Closing activities are conducted to conclude the learning process, during which teachers evaluate the material presented (Hamalik, 2008).

During the implementation phase, the teacher began by playing a short learning video created using Canva, followed by an explanation using presentation slides and a question-and-answer session. In an interview, the teacher stated:

“My first step is to inform students that we will be learning using Canva audiovisual media. Then I start the lesson by playing a short video related to the topic, followed by a detailed explanation using Canva slides. After that, I invite students to discuss the material.”

This statement was consistent with the researcher’s classroom observations. The teacher opened the lesson by explaining that Canva would be used as the learning medium, which generated enthusiasm among students. The short video functioned as an introductory stimulus to capture students’ attention and establish context before entering the main material. The teacher then delivered the material communicatively and provided opportunities for students to ask questions.

Observations showed that several students actively participated in discussions and responded enthusiastically to the teacher’s questions, indicating strong engagement in the learning process. This finding aligns with Mayer’s multimedia learning principle of modality, which states that students’ comprehension is higher when verbal information is presented orally together with visuals rather than through text alone. The discussion activities also reflect the principle of interactivity, emphasizing the importance of students’ active roles in constructing their own understanding. Furthermore, in slide presentations, the teacher highlighted key points using color variations and simple animations. This demonstrates the application of the signaling principle, which helps students focus attention on essential information.

During the learning process, students asked questions and expressed opinions more frequently than during lecture-based instruction. This indicates that Canva created a more interactive learning environment, enabling students to actively construct knowledge (Yulianti, 2023).

The use of the Canva application in assignments also helps students integrate technology into the learning process. This allows them to connect the material presented with real-life contexts. Students can use Canva to produce visually appealing assignments with creative designs they create independently, which also enhances their understanding because they interact directly with their projects (Irwansyah, 2024).

Based on these findings, it can be concluded that the use of Canva is beneficial for both students and teachers. The learning media stimulates motivation and enthusiasm, providing meaningful learning experiences. Students feel actively involved in constructing their understanding of Islamic Religious Education concepts, making learning more enjoyable and challenging. Their interest in the subject increases, including among students who previously showed low interest. Moreover, this approach encourages collaboration and discussion, creating a more dynamic and interactive classroom environment.

3) Learning Evaluation

Evaluation is an activity conducted after the teaching and learning process to measure students’ abilities. In simple terms, evaluation refers to measuring students’ competencies and determining whether learning objectives have been achieved (Aulia et al., 2020). Through evaluation, educators can determine progress or decline in educational quality, identify weaknesses, and find solutions for improvement. Without evaluation, teachers cannot measure success or identify necessary improvements (Qadir, 2017).

During the evaluation stage, informant X, an Islamic Religious Education teacher at SMK Wirajaya Tanjung Morawa, explained:

“First, I review the material taught that day. I usually ask questions at the end of the lesson, and students who answer correctly receive additional points. They become enthusiastic and raise their hands. Then I assign tasks such as exercises, homework, posters, or presentations depending on their level of understanding. Sometimes I ask them to create concept maps using Canva and submit them via WhatsApp. Finally, students complete worksheets provided at the end of each lesson.”

From this interview, it is evident that evaluation is conducted to measure students’ abilities after learning and to determine whether learning objectives have been achieved. These results can also be compared with improvements observed when using the Canva application. This aligns with learning evaluation theory, which defines evaluation as the process of assigning value or judgment to learning outcomes based on quality, processes, planning, results, and feedback for improvement (Artama, 2023).

The evaluation process in this study is also related to Bloom's Taxonomy, which consists of three domains. First, the cognitive domain relates to knowledge, understanding, application, and evaluation, where improved learning outcomes were observed. Second, the affective domain contributes to increased engagement and motivation. Canva serves as an innovative tool that allows students to express understanding through visual designs such as posters and mind maps, encouraging participation and collaboration. Third, the psychomotor domain supports the development of practical skills. Using Canva involves manipulating visual elements, selecting colors, and arranging text, which enhances fine motor skills and creativity in conveying ideas through visual media (H & Khozin, 2025).

Students identified several advantages of using Canva in Islamic Religious Education learning. First, Canva makes assignments more engaging due to its wide variety of visually appealing templates. Second, students can customize designs to match the material, for example by incorporating Islamic decorative elements to reinforce subject identity. Third, Canva provides diverse multimedia elements such as text, images, videos, and icons, and students can upload their own images to create richer designs. This results in more varied and engaging learning products that meet content requirements.

However, several challenges were also identified. First, Canva requires an internet connection for optimal use. Second, students unfamiliar with the application need time to learn how to use it. Third, students require continuous guidance to ensure that the content included in their designs aligns with the lesson material. Without sufficient conceptual understanding, the designs may not accurately represent the intended learning content.

4. CONCLUSION

This study demonstrates that the utilization of Canva-based interactive multimedia in Islamic Religious Education learning significantly enhances student participation, motivation, creativity, and conceptual understanding. The implementation process, which consisted of planning, execution, and evaluation, was conducted systematically and supported by adequate digital facilities. Theoretically, these findings reinforce Multimedia Learning Theory and constructivist principles within the context of digital-based religious education. Practically, this study recommends that Islamic Religious Education teachers integrate interactive multimedia platforms such as Canva to create more meaningful, engaging, and technology-oriented learning experiences, particularly in vocational school settings.

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