

# Cindy Tri

*by Sri Indah*

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## Implementing the Use of Canva Media to Promote Interest in Reading and Writing the Qur'an in Primary Schools

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### Abstract

The purpose of this study is to describe how teachers use Canva media in promoting interest in Qur'anic reading and writing. The research involved a type of research using a case study model with the research scene of SDN Sumorame as one of the public primary schools implementing BTQ using Canva media. After the data was collected, the researcher analysed it using a qualitative analysis approach narrative model. The data collection techniques were observation, interview and documentation. The results of the study explain that Canva media is able to promote interest in reading among students, proven by: (1) the existence of features in Canva that are attractive such as graphic design, (2) posters that promote attractiveness for elementary school students, (3) the existence of videos and animations related to the laws of Tajweed reading, (4) Canva media is flexible because it can be played on android phones and computers with the help of an internet connection.

**Keywords:** Canva Media, Reading Interest, Al-Qu'an.

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### Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana guru menggunakan media Canva dalam meningkatkan minat baca tulis Al-Qur'an. Penelitian ini termasuk jenis penelitian yang menggunakan model studi kasus dengan mengambil lokasi penelitian di SDN Sumorame sebagai salah satu sekolah dasar negeri yang menerapkan BTQ dengan menggunakan media Canva. Setelah data terkumpul, peneliti menganalisis dengan menggunakan pendekatan analisis kualitatif model naratif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Hasil penelitian menjelaskan bahwa media Canva mampu meningkatkan minat baca di

kalangan mahasiswa, dibuktikan dengan: (1) adanya fitur-fitur dalam Canva yang menarik seperti desain grafis (2) poster yang mengedepankan daya tarik bagi siswa sekolah dasar, (3) adanya video dan animasi yang berkaitan dengan hukum-hukum bacaan tajwid, (4) media Canva yang fleksibel karena dapat dimainkan di ponsel android dan komputer dengan bantuan koneksi internet.

**Kata Kunci:** Media Canva, Minat Baca, Al-Qu'an.

### A. Introduction

Sidoarjo is one of the districts in the East Java region. One of the uniqueness of Sidoarjo as a district that has made a policy that public primary schools elementary schools are required to provide Read and Write the Qur'an (BTQ).

BTQ, chosen by Sidoarjo district as one of the mulok subjects, can make students have a broad attitude and knowledge with a high spiritual attitude. Students are not only good at academics. They are also indirectly involved in preserving and developing the potential of their region, such as the ability to read the Qur'an.

Reading the Qur'an is not something that is easy for children, as in teaching reading and writing the Qur'an for primary education, of course, requires effort and different kinds of strategies and even appropriate media so that children can be interested and easy

to encourage interest in reading, so that interest in reading the Qur'an in children will grow and be seen (Nurdyansyah & Fahyuni, 2016). One of the media used and appropriate for primary school students is Canva media.

Canva media is one of the applications that can be used as learning media, because this application has a special attraction that can increase the enthusiasm for learning and reading interest in students, so that children can receive information in a complete and practical way (Alfian et al., 2022).

This study also explains that the use of Canva media can significantly increase children's interest in reading as there are many interesting designs and templates in Canva that can be associated with learning materials such as learning videos, posters that are integrated with Tajweed reading law materials. It can also be used to find out

how well students are able to read the Qur'an.

In teaching BTQ subjects, teachers should have strategies and media that suit their needs because the current era is all about using technology in the learning process. If the choice of media is not appropriate, the results obtained will not be maximised. All educators need to follow and understand the learning media that will later be used in the learning process.

This is one of the requirements of educators in the face of the advancing development of an era that uses technology. In addition, sophisticated technology in the world of education plays an important role in supporting the process of learning activities. As time goes by, the world of education has also come under the spotlight of all circles (Budiman, 2017).

With the help of technology in the creation of learning media, Canva is one of the online-based applications with all the interesting features (Romadlon et al., 2021) such as interactive power point templates, designs, graphics, posters, videos, and so on that can easily be accessed directly by everyone with the

help of an internet connection (Amrina et al., 2021).

Canva media is a media that has uniqueness, including media that offers different features with all the advantages and disadvantages. Not only are there interesting PowerPoint features, but there are many choices of templates and animations to use. It's just that we as users have to be good at choosing premium templates or features that are not paid for.

A prominent feature of the difference in features in Canva is that if it is premium then all the features will not have a crown mark above the feature place, while features that have a crown mark above indicate that the features used are paid modes. This is often underestimated by users. All paid features indicate that the template or feature used is a good and trendy feature (Mulyana & Syamsiyah, 2021).

In addition, Canva also has its own features that can be accessed and opened at any time. When using Canva media, a student looks enthusiastic and pays attention to the learning material being presented. Even students who are not interested in reading the Qur'an become interested and pay attention because of

the attractive features in Canva (Garris Pelangi, 2020). Interesting and fun media makes a child motivated and eager to learn, because the media seen is not monotonous learning material, but there is interesting animation, graphics, icons for children aged 9-12 years to see.

Many studies have been conducted by previous researchers related to Canva media research. The research titled "Utilization of Canva Application in Arabic Learning Process at MAN Gunung Padang Panjang" explains that teachers use and utilise various features to design teaching materials that are given during the learning process. One form of work produced by students at the school is posters. The teachers at MAN Gunung Padang Panjang also feel that the graphic design offered in the Canva application has its own charm.

So, the teachers feel satisfied with the maximum results and the Canva application is proven to be able to foster creativity in the students (Amrina et al., 2021).

Furthermore, in the study entitled "Utilization of Canva Application as Learning Media to Improve Islamic Religious Education Learning Outcomes", Rejang Lebong explains that

with the use of Canva application, students of Grade VI at SDN 16 are able to make students more active and creative in learning. This can be seen from the results of the students' tests, which show the percentage of results from learning completeness. The event can be seen in Cycle I stated 62.5% and then increased in Cycle II which got 87.5%. This makes the students of SDN Rejang Lebong enthusiastic and excited to improve their performance (Safrianti, 2022).

However, there is a difference with my research because my research is about the implementation of Canva media in BTQ subjects in SDN Sumorame, Candi Subdistrict, Sidoarjo Regency. My research presents Tajweed material in the form of posters and animated videos using templates from Canva media.

The problem that arises is that many students have the mindset that learning PAI, BTQ is boring (Istikomah et al., 2020). However, this can be minimised by the existence of interesting and fun media or teaching materials. One of them is the use of Canva media. Sidoarjo is one of the districts consisting of 14 sub-districts that have

implemented local content for Qur'anic reading and writing.

Especially in grade VI students, where they have an indifferent attitude and are easily bored due to the age factor of adolescence and the surrounding conditions that can affect the child. This really happened at the level of Class VI. Students who begin to rebel and are indifferent to their teachers are influenced by the sophisticated age because students today have their own gadgets and androids. Therefore, the teachers should be able to adapt what is necessary when dealing with the problems of the students in this modern era (Arifandi, 2017).

The right solution is the use of Canva media in overcoming problems and being able to be used to foster the ability to interest in reading the Qur'an in children because with Canva media it is able to: (1) make children creative and innovative, (2) be able to foster interest in reading in children who lack it, (3) be motivated to learn, (4) have the ability to read, write the Qur'an properly and correctly.

If the ability of interest in reading the Qur'an for students in Sidoarjo Regency is considered to be quite good,

then this will support the existence of national educational goals contained in the 6 profiles of Pancasila students, including (1) to believe, fear God and have noble character, (2) to have global diversity, (3) to work together, (4) to be independent, (5) to have critical thinking, (6) to be creative. So there is a curriculum and even a compulsory content for students at the primary level, which is the provision of BTQ subjects (Aditomo, 2021).

## B. Research Methodology

This research uses a qualitative method with a case study approach model at primary school level, namely SDN Sumorame. This approach is carried out systematically and intensively in relation to an activity to be studied. The subjects in this study were Grade VI students, where the reason the researchers chose the subjects was because their age was the age to be easily interviewed. The purpose of this study is to describe the development of students' reading interest in reading the Qur'an using Canva media.

The collection techniques used were observation, interviews with students, documentation as evidence of



research. The first stage is observation, which is carried out so that the researchers can observe and find out what obstacles cause lack of interest in reading among students. While observing the students, the researcher prepares an attendance list to give a tick to the students who are paying attention during the learning process. This is done so that the researchers know how many students are really interested and paying attention to the learning activities (Fadli, 2021).

Secondly, interviews will be conducted with 6th grade students through dialogue sessions and filling out questionnaires to obtain information related to the use of Canva media and to find out the general responses and reactions of the students. The interview activities are conducted individually and are general in nature, such as any responses or criticisms from students regarding the use of Canva media in promoting interest in reading the Qur'an.

The third is documentation related to any evidence obtained during the research. This research also goes through a process of data reduction, presentation and analysis.

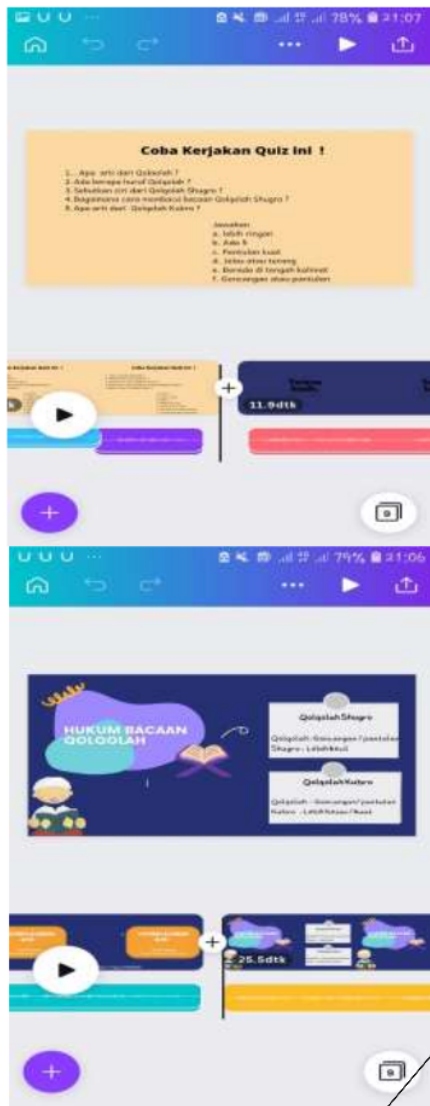
### C. Results and Discussion

#### 1. Features in Canva

In my research on the implementation of Canva media, using poster templates and videos related to the Qolqolah Tajweed Reading Law, the teacher designs from these features as interestingly as possible so that students become interested and easily understand the material on the distribution of the Qolqolah Reading Law.



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**Figure D.1 Learning Media Design Features with Canva**

**Poster**

A poster was presented in this study and can be displayed below:



**Figure D.2 Media Poster Design Features with Canva**

The use of Canva media that is made as interesting as possible by the teacher so that the students do not feel bored and saturated during the learning process. The first stage of the research was to conduct observations on grade 6 students of SDN Sumorame Candi. The Canva application was chosen because it has many features that make students interested and participate in learning.

The use of Canva media can promote interest in reading and provide stimulation for students to be more creative and innovative (Fahyuni & Bandonono, 2015). According to empirical research, learning media have special benefits for educators and students, for example, for students, the media have a



positive impact, namely, students have a high interest in reading and students understand the material more easily. And for teachers, the use of interesting media makes students more engaged and is able to create an effective and conducive classroom atmosphere (Paulus Sogen, 2021).

## 2. The benefits of using Canva Media to encourage students to read the Qur'an

By using Canva media in the learning process, it creates a special appeal for students and can stimulate reading interest in students who are not interested in monotonous learning models (Mirnawati, 2020).

The advantages of using Canva Media are that: (a) time efficient, (b) students can choose free templates that suit their needs. (c) Canva is a form of learning media that is not boring, (d) Introducing students so that they are able to use Canva, (e) In KBM (teaching and learning activities) with the use of Canva is able to stimulate interest in reading the Qur'an according to the rules of Tajweed, (f) Can be accessed via PC and Android phone.

The second stage consists of interviews with teachers who use the Canva application as a learning tool, sixth form students and parents of some students. As for the results of the interview can be seen in table D.1

**Table D.1 Interview Results**

No	Object	Results
1.	Principal	The use of learning media in my opinion is important, especially in this era of technology, I agree with teachers who use various learning media because it can increase their own interest for students.
2.	Teacher	The use of Canva media is one form or manifestation of the use of interesting learning media.
3.	6th grade students	The media that you use is very interesting, it has many features and I become more focused on paying attention to the material.
4.	Association:	I appreciate the efforts of teachers in preparing learning media, the use of digital technology is what causes children's mindsets to be creative and innovative.

The interview activity received a good response from the principal, teachers, students and even the students'

parents. The factor that influences the good response from all parties is that the use of Canva media is a solution for

educators who are less skilled in terms of editing, because in the Canva feature there is an existing feature and a variety of templates that are ready to use.

Teachers only change and modify the content in relation to the material that will be given to their students, one of which is a poster template and interactive video suitable for BTQ learning.

### 3. Implementation of Canva Media Usage at SDN Sumorame

In BTQ learning, teachers develop skills by attempting to design teaching materials that will later be given to students.

Features in Canva that are complete and quite interesting can make teachers creative and innovative in pouring out their ideas for designing teaching materials (Mahardika et al., 2021).

Based on the implementation of media use Canva at SDN Sumorame, it can be seen in three aspects.

#### a. Aspects of attractiveness

Based on the data obtained, it can be seen that the aspects interest in media use Canva on BTQ learning at SDN Sumorame, can be seen in table D.2.

**Table D.2 Aspects of Attractiveness**

No	Statement	SS	S	CS	KS	STS
1.	Canva is an attractive media, because it is elegant, simple and suitable for use in this Endemic era.	9	14	5	2	0
	Percentage (%)	30	46,6	16,6	6,6	0,0
2.	Canva media can improve the ability to read the Qur'an in grade VI students	9	13	8	0	0
	Percentage (%)	30	43,3	26,6	0	0,0
3	Canva media makes students excited to learn.	7	12	10	1	0
	Percentage (%)	23,3	40	33,3	3,3	0,0

Based on the results of the analysis, it can be seen that most students agree with the use of Canva media. Not only that, but some students also gave a fairly

good response and agreed with the use of Canva media.

Thus, it can be concluded that classically, there is an average (46.6%)

aspect of good attractiveness in the use of Canva media in promoting interest in reading the Qur'an, making students more enthusiastic in learning. So that students can easily understand the teaching material.

**b. Aspects of Interest**

Based on the data obtained, it can be seen that the aspects interest in media use Canva on BTQ learning at SDN Sumorame, can be seen in table D.3.

**Table D.3 Aspects of Interes**

No	Statement	SS	S	CS	KS	STS
1.	Canva media has many interesting features in it.	8	15	6	1	0
	Percentage (%)	26,6	50	20	3,33	0
2.	Canva media has premium and paid features related to its use	10	12	8	0	0
	Percentage (%)	33,3	40	26,6	0	0
3.	Canva media can be accessed via google search or applications on laptops and android.	12	14	3	1	0
	Percentage (%)	40	46,6	10	3,33	0

Based on the results of the data analysis, it is stated that most students express their agreement arguments regarding the use of Canva media in BTQ learning. There is an average (46.6%). This can increase the child's interest in reading the Qur'an. Not only that, some students gave quite a good response regarding the various features

of Canva, so that children have their own interest in reading in a learning process.

**3. Effectiveness Aspect**

Based on the data obtained, it can be seen that the aspects effectiveness in the use of media Canva on BTQ learning at SDN Sumorame, can be seen in table D.4.

**Table D.4 Aspects of Effectiveness**

No	Statement	SS	S	CS	KS	STS
1.	Canva media is one of the flexible media, because it can be accessed both on android and laptop.	5	17	5	3	0
	Percentage (%)	16,6	56,6	16,6	10	0
2.	Canva media has interesting features and makes students enthusiastic in learning.	7	16	7	0	0

	Percentage (%)	23,3	53,3	23,3	0	0
3.	Canva media makes learning easier to understand and capture by students.	8	14	6	2	0
	Percentage (%)	26,6	46,6	20	6,66	0

Based on the results of the data analysis, it can be concluded that Canva media is one of the teacher's alternatives in facilitating students to understand a material more easily. There is a good average score (4.66%). Students responded positively to the use of Canva media, and the variety of templates and features ensure that students are not bored during learning activities.

#### 4. Results of Using Canva Media

Table 1 shows that some students belong to the category of students who are interested in participating in learning activities. 20 people score  $\geq 75$  (85%) on the daily assessment and 10 people score  $<75$ . Based on the results of the daily assessment, it can be said that the students are quite interested in reading when Canva media is used in the learning process.

**Table D.5 Percentage of achievement in reading interest of students in Cycle I.**

No.	Value	Total	%	Ket
1.	$<75$	10	15 %	Fair
2.	$\geq 75$	20	85 %	Met
Total		30	100%	Met

This research explains that most students are very active and interested in participating in learning using Canva media as a tool. This activity is due to the Canva features that can be combined and combined with the presentation of video, audio and other interesting templates. This is a particular attraction for students who have a character or nature that is easily bored, as Canva is one of the latest innovative learning media.

The results of the questionnaire distributed to the students also show that the students have a high interest in reading in the context of reading and writing the Qur'an with Canva as a learning medium. Researchers see the development that occurs in children by paying attention to children's behaviour during learning. And researchers see the development of children's skills that occur when Canva is used as a learning medium. The results of the questionnaire distributed to the students.

In the application of the use of Canva media in learning, there has also

been an increase, because the menu offered by Canva is quite interesting, as in the menu that is the target of teachers when designing is the design menu and template features that are available on the Canva display, because in this menu you can upload an audio, a feature that we need in editing an image or poster with Arabic script and audio.

The existence of these Canva learning media, according to researchers, is able to stimulate interest in reading the Qur'an among sixth grade students because the learning model is quite effective and interesting. It is easy to get children excited about learning.

Canva is designed using a poster and video model that is inserted with sound or audio and contains tajweed material and letters that students will read while learning (Koderi & Sabila Husin, 2021). The video is designed to be as interesting as possible so that students are interested and want to watch it. The video display is quite simple but does not make the children bored, which is an attraction for the students to pay attention to the teacher during the learning activities. The video I used on the material of the Law of Qolqolah Tajweed Reading & Let's

Read Qs. Al-Maidah verse 3 along with its translation.

#### D. Conclusion

Based on the results of the study, it shows that the use of Canva media in BTQ learning is able to stimulate interest in reading among students in the material chapter of the Law of Qolqolah Tajweed reading and let's read Qs. Al-Maidah verse 3 along with its translation.

The media used is in the form of short interactive videos that the teacher has designed to be as interesting as possible for the students. This can be seen from the enthusiastic and effective attitude of the students while learning.

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**Proper Nouns** You may need to use a capital letter for this proper noun.



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**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Missing ", "** Review the rules for using punctuation marks.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.





**Confused** You have used either an imprecise word or an incorrect word.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Missing ", "**

PAGE 4

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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to remove this article.



**Missing ", "**



**Run-on** This sentence may be a run-on sentence.

PAGE 5

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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 6

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**Article Error** You may need to remove this article.

PAGE 7

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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 8

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**Dup.** Did you mean to repeat this word?



**Article Error** You may need to remove this article.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Article Error** You may need to use an article before this word.



**Sentence Cap.** Review the rules for capitalization.



**Run-on** This sentence may be a run-on sentence.



**Missing ", "** Review the rules for using punctuation marks.

PAGE 9

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**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Possessive** Review the rules for possessive nouns.



**Run-on** This sentence may be a run-on sentence.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

PAGE 10

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**Article Error** You may need to use an article before this word.



**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Possessive** Review the rules for possessive nouns.



**Sentence Cap.** Review the rules for capitalization.



**Article Error** You may need to use an article before this word. Consider using the article **a**.













**Possessive** Review the rules for possessive nouns.







**Run-on** This sentence may be a run-on sentence.

PAGE 11

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-  **Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.
-  **Article Error** You may need to remove this article.
-  **Run-on** This sentence may be a run-on sentence.
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