Perspectives of 2022 Islamic Education Students on the Utilization of Canva as a Multimedia Presentation-Based Learning Media

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ABSTRACT

This research aims to explore and depict the perspectives of students from the Islamic Education Program (PAI) Class of 2022 regarding the utilization of Canva as a multimedia presentation-based learning tool. In this study, a narrative inquiry method is employed as a qualitative approach to delve into the stories and experiences of students using Canva. The data collection process involves discussions and interviews, which are then analyzed through a narrative analysis approach. The research findings provide significant insights into how students perceive Canva as a multimedia presentation learning tool and to what extent this can enhance the quality of learning in the PAI environment. The implications of the findings support the use of Canva as a potential tool to improve the effectiveness of learning in the digital era. It is expected that this research will make a positive contribution to the development of innovative and engaging learning strategies for students in the PAI Class of 2022.

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1. INTRODUCTION

The main issue to be investigated in the context of the "Perspective of Islamic Education Students of the 2022 Cohort on the Utilization of Canva as a Multimedia Presentation-Based Learning Media" is the extent to which students of that cohort can integrate and understand the use of Canva in multimedia presentation learning. The primary challenges involve the level of understanding and skills of students in using Canva, as well as their perceptions of the effectiveness of this tool in supporting the learning process in the field of Islamic Education (Yuniastuti et al., 2021). Additionally, it is necessary to analyze obstacles or constraints that students may face in adopting Canva as a learning tool, to identify ways to enhance its acceptance and effectiveness. A thorough evaluation of these issues will provide valuable insights for developing better learning strategies and improving the quality of Islamic Education learning in the multimedia era (Meliani et al., 2021).
This research aims to explore the perspectives of Islamic Education students (PAI) from the 2022 cohort regarding the use of Canva as a multimedia presentation-based learning media. In this digital era, multimedia technology has significant potential to enhance the quality of Islamic education. The focus of this research is to understand the extent to which PAI students use and appreciate Canva as a tool that allows them to present Islamic material innovatively. The research methods include surveys and structured interviews to obtain a comprehensive overview of students' experiences in utilizing Canva, as well as identifying factors influencing their perceptions of the effectiveness of this media.

Furthermore, this research will explore the impact of Canva utilization on the learning outcomes and understanding of Islamic concepts by PAI students of the 2022 cohort. Taking into account the quality of multimedia presentations produced by students, the research will assess how Canva can enhance their understanding of learning materials (Siti, 2023). This approach allows the research to measure the effectiveness of Canva in supporting the understanding of Islamic concepts visually. Learning outcome data will be analyzed to see whether the use of Canva can stimulate creativity and deepen students' understanding of Islamic teachings.

Additionally, this study will investigate PAI students' perceptions of the challenges and opportunities in integrating Canva into Islamic education. Factors such as the level of technological skills, faculty support, and resource availability will be identified to provide a more comprehensive picture of the conditions of Canva utilization in the Islamic education environment. By gaining these insights, this research is expected to provide recommendations for Islamic education institutions to improve the effectiveness of Canva as a multimedia presentation-based learning media (Rahmat, 2021).

2. METHOD

This research adopts the Narrative Inquiry research method approach to delve into a comprehensive understanding of the responses of Islamic Education students from the 2022 cohort to the use of the Canva platform as a learning resource in the context of multimedia presentation-based learning. The Narrative Inquiry approach provides a relevant framework for uncovering the background, context, and experiences of students in using this media (Toyibi, 2023).

The study involves collecting data through in-depth interviews with selected students from the 2022 Islamic Education cohort, providing them with the opportunity to share insights, perceptions, and personal experiences related to the use of Canva in learning and assignments. Narrative analysis will be applied to identify patterns of stories and themes that emerge from the interviews, which will aid in understanding the effectiveness of Canva as a presentation medium, potential challenges, and ideas for further development. This research method approach is expected to provide in-depth insights into how the Canva platform is received and utilized in lectures, potentially contributing to the improvement and development of more innovative and student-oriented learning approaches (Khoiriyah, 2022).

3. RESULT AND DISCUSSION

This research, based on the narrative inquiry approach, involved six informants from the Islamic Education students of the 2022 cohort at UIN Walisongo Semarang. Informant 1, a 20-year-old student from Tegal, enrolled in the third semester at UIN Walisongo, has experience in creating graphic designs with Canva, indicating a likely proficiency with the platform. Informant 2, also a student from UIN Walisongo Semarang's Faculty of Tarbiyah and Teaching Sciences, majors in PAI and frequently uses Canva for daily assignments. Informant 3, from Sragen, is another student accustomed to utilizing Canva for assignments. Informant 4, a PAI student from Universitas Islam Negeri Walisongo Semarang, seldom uses Canva for design or presentations due to preferring other applications for their ease. Moving on to Informant 5, a UIN Walisongo Semarang PAI student residing in Semarang, originally from Kabupaten Batang, is an alumnus of MA 02 Patean, Kendal.
Informant 6, residing in Perum BPI, Jl. Segaran, Ngaliyan, Semarang, is a PAI student at UIN Walisongo Semarang and an alumnus of SMA 8 Semarang from Desa Sendangguwo, Kecamatan Tembalang, Semarang.

The research findings indicate that several students have utilized the Canva platform as a learning medium in their classroom learning processes. By using Canva, students find it highly beneficial and convenient for creating innovative and creative PowerPoint presentations, boosting their enthusiasm for learning and enhancing creativity in lectures (Purba, 2022). However, some students express that while Canva is an innovative platform, they find it complex and confusing due to its numerous features.

3.1 Practical Experience: Exploring the Use of Canva in Learning

The discussion regarding the utilization of Canva in learning involves a deep exploration of students' experiences in using Canva as a learning medium (Nurhayati et al., 2022). Students are not merely passive users but active contributors in designing and presenting learning materials through this platform. This interactive process can enrich the learning experience by fostering creativity and innovation in information delivery (Ariani et al., 2023). In this context, concrete aspects will be analyzed, including potential challenges, perceived benefits, and the impact of Canva utilization on the understanding of learning materials (Harahap et al., 2022).

In the interviews, the respondents provided diverse perspectives on the use of Canva as a learning medium. Respondents 1 and 6 agreed that Canva helps in creating engaging teaching materials, suitable for both presentations and explaining course content. This sentiment is captured in the interview excerpt from Respondent 1:

"In my opinion, Canva is very helpful in the learning process because, with Canva, I create attractive teaching materials that can be used for presentations and explaining course content to my friends when I'm in class."

Similarly, Respondent 6 stated:

"The use of Canva as a learning medium is very beneficial. It makes learning materials more interesting and informative."

On the other hand, Respondent 2 views Canva as a tool that facilitates students in efficiently creating presentations through online collaboration. The interview excerpt from Respondent 2 is as follows:

"In my opinion, with Canva, students can easily create presentations because with the Canva application, we don't need face-to-face meetings. We can work together directly on the website even if we are in different places, so the time is more efficient."

Respondent 3’s opinion is more focused on contemporary aspects, considering students who use Canva as cool and viewing it as a tool for learning IT and editing. The interview results are as follows:

"In my opinion, students who use Canva are really cool because the Canva application is not only about presentations but can also be used to learn about IT or editing. Even though Canva is free, it's quite good for its editing features to edit our presentation materials or others. Although there are other applications, Canva is easier for us to use for editing."

However, Respondent 4 has a different view, stating that the use of Canva as a learning medium can feel complicated. The interview excerpt with Respondent 4 is as follows:
"In my opinion, the use of Canva as a multimedia presentation-based learning medium is a bit complicated, maybe because I'm not used to using it."

Additionally, the interviews revealed varied responses from other respondents, such as Respondent 2, who had an enjoyable and creative experience with Canva, saying, "In my experience, it's very enjoyable because it attracts interest to continue to be creative." Meanwhile, Respondent 4 expressed a skeptical view of the tool's efficiency. Thus, the interview results reflect differing opinions on the role of Canva in learning, ranging from those who see it as a highly helpful tool to those who find it less efficient.

3.2 Learning Innovation with Canva: Enhancing Creativity and Facilitating Students' Understanding of Conceptual Material

In the era of digital transformation, learning innovation becomes crucial in enhancing effectiveness and student engagement (Mawardi, 2023). The use of Canva as a learning tool brings a significant contribution to multimedia-based learning (Jaya et al., 2023). According to student responses, Canva not only provides flexibility to enhance creativity in creating learning materials but also significantly facilitates the understanding of conceptual material. The ability to present information visually and interactively through Canva adds a new dimension to the learning process, activating visual perception and accelerating the comprehension of complex concepts. Therefore, Canva is not only considered a learning tool but also a facilitator of creativity and a enhancer of conceptual understanding for students, supporting their journey to acquire knowledge more efficiently and enjoyably (Evi, 2023).

In this interview, differences in opinions among the informants regarding the extent to which Canva can facilitate the understanding of learning material are apparent. Informants 2, 3, 5, and 6 are confident that Canva can ease the understanding of learning concepts, with some highlighting the creative and multimedia features that make it effective. Here are the interview results from informants 2, 3, 5, and 6:

According to informant 2:
"Yes, it can enhance creativity because with the available sticker elements, we can create freely."

According to informant 3:
"If it comes to enhancing creativity, for sure. As I mentioned earlier, Canva has many features, so it can add creativity, whether I can use them or not, but I can get ideas from Canva's features, especially if I use paid features; it can nurture even more creativity."

According to informant 5:
"Yes, the use of Canva can enhance my creativity in creating learning materials. This platform offers various templates, design elements, and customization options that allow me to create an attractive and unique appearance."

On the other hand, Informants 1 and 4 are skeptical about the effectiveness of Canva, with Informant 1 emphasizing that Canva cannot always replace direct explanations for complex concepts, while Informant 4 prefers less busy designs to facilitate understanding. Here are the opinions of informants 1 and 4:

Informant 1:
"In my opinion, the use of Canva cannot specifically determine whether Canva can significantly enhance creativity in creating learning materials. Creativity depends more on ideas and concepts, not just the tools or platforms used."

Informant 4:
"Yes, it can enhance creativity, but it's a bit complicated."

Regarding the influence of Canva on learning outcomes, Informant 1 expressed the view that the quality of learning depends more on the presentation of the material than the tool used. Here are the interview results from informant 1:

"Although Canva can make visualization easier, understanding complex hardware concepts sometimes requires additional explanations or direct guidance from the speaker. Canva cannot always replace this."

Meanwhile, informant 5 believes that the use of Canva can improve his learning outcomes. Here is an excerpt from the interview with informant 5:

"Canva can make it easier for me as a student to understand the presented material because of the multimedia features provided. I can use images, graphs, and icons to visualize information more clearly and easily understood."

On the other hand, Informants 2, 3, and 6 see Canva as a tool that enriches presentations and the overall learning experience. Here are the interview results from informants 2, 3, and 6:

Informant 2:
"With the abundance of elements that can be used as icons relevant to the discussion, I believe it can enhance the learning experience by applying the icons available in Canva's features."

Informant 3:
"Actually, understanding the material depends on our own abilities, but with Canva, it's very easy for me as a student to understand the presented material because inside Canva features, I can edit graphics and points of the material, which is certainly easy for me to understand."

Informant 6:
"Canva makes it easy for me to understand the presented material with strong visualization and a clear layout."

The interview results also depict differing views on the effectiveness of Canva as a presentation medium, where Informant 1 highlights its limitations, while Informants 2, 3, 5, and 6 feel greatly assisted and see Canva as a positive contributor to learning.

Thus, Canva has proven itself as a learning tool that significantly contributes to multimedia-based learning (Nurdianti et al., 2023). Students respond positively to the use of Canva, acknowledging that the platform not only provides flexibility to enhance creativity in creating learning materials but also significantly facilitates the understanding of learning concepts. Canva's ability to present information visually and interactively opens a new dimension in the learning process, enabling the activation of visual perception and accelerating the understanding of complex concepts. Therefore, Canva is not merely a learning tool but also plays a role as a facilitator of creativity and a reinforcement of conceptual understanding for students, supporting their journey to acquire knowledge more efficiently and enjoyably (Mahardika et al., 2021).

3.3 Enhancing Learning Through Canva: Its Role in Information Retention and Students' Learning Outcomes

In this study, learning through the use of Canva plays a central role in the contextual understanding of information retention and students' learning outcomes (Akbar et al., n.d.). With its ability to present material visually and attractively, Canva contributes positively to information retention (Astutik, 2023). Students tend to find it easier to remember concepts conveyed through
visual elements, graphics, and appealing designs. Additionally, the interactivity facilitated by Canva can enhance student engagement, motivating them to actively participate in the learning process (Setiawan et al., 2023). This positive impact on information retention directly correlates with improved students' learning outcomes (Nugraheni, 2014). Better learning outcomes are reflected in a deeper understanding of the learning material, and Canva serves as a tool that supports the achievement of these objectives. Therefore, the use of Canva not only enriches the learning experience but also fosters optimal learning outcomes for students (Ariani et al., 2023).

This interview reveals differing perspectives among the informants regarding Canva's ability to facilitate the understanding of learning concepts and its impact on learning outcomes. Informant 1 and Informant 5 express contrasting views, where Informant 1 is skeptical about Canva's ability to enhance learning outcomes, emphasizing that the quality of learning depends more on the clarity of material presentation than the tool used. Here is a more detailed explanation from Informant 1:

"Using Canva does not guarantee better learning outcomes. Learning outcomes depend more on how clearly and effectively the material is presented than just the tool used. My experience using Canva as a learning tool varies. Sometimes Canva can help in creating visually appealing documents, but at times, it takes more time to learn how to use it."

Meanwhile, Informant 5 believes that using Canva can improve their learning outcomes by creating engaging and easily understandable presentations. Here is the positive response from Informant 5:

"Yes, using Canva can improve my learning outcomes. With engaging and easily understandable presentations, I can convey information more effectively and also gain a better understanding of the presented material."

On the other hand, Informant 2, Informant 3, and Informant 6 assert that Canva can facilitate the understanding of learning concepts. Some informants highlight creative, multimedia, and powerful visualization features as positive contributors. Here are their interview results:

According to Informant 2:

"If we talk about assignments, yes, it's very helpful because it makes assignments easier. But in terms of knowledge, not really."

According to Informant 3:

"Yes, of course, it improves my learning outcomes because creating charts or graphs and editing points helps me understand the material I will present and assists me in creating a PowerPoint."

According to Informant 6:

"Yes, the use of Canva has improved my learning outcomes."

Regarding Canva's effectiveness as a presentation tool, Informant 1 emphasizes its limitations, while Informant 2, Informant 3, Informant 5, and Informant 6 feel very assisted by Canva, seeing it as a tool that enriches the quality of presentations and the overall learning experience. Thus, the interview reflects a variety of opinions on the extent to which Canva can influence students' understanding of concepts and learning outcomes, providing a complex picture of Canva's role in the learning context.

The use of Canva in learning has a significant impact on information retention and student learning outcomes. Canva, with its ability to present material visually and attractively, contributes positively to information retention (Huda et al., 2023). Students tend to more easily remember concepts conveyed through visual elements, graphics, and appealing designs. Moreover, the interactivity allowed by Canva encourages student engagement and motivation to actively participate in the learning process (Marziah & Pd14, 2023). Better learning outcomes, reflected in a deeper understanding of learning materials, serve as evidence that Canva plays a supportive role in achieving
these goals. Despite differences in opinions among informants, with some expressing skepticism about Canva's abilities, the overall interview results reflect that the use of Canva not only enriches the learning experience but also promotes optimal learning outcomes for students. As a multimedia learning tool, Canva has the potential to be an innovative solution in enhancing the effectiveness of learning in the digital era (Dewi et al., 2021).

4. CONCLUSION

Based on the results and discussion of the research on the perspectives of Islamic Education students from the 2022 cohort regarding the utilization of Canva as a multimedia presentation-based learning tool, several conclusions can be drawn. The main issue investigated is the extent to which students can integrate and comprehend the use of Canva in multimedia presentation learning in the field of Islamic Education. The main challenges involve the level of understanding and skills of students in using Canva, as well as their perception of the effectiveness of this tool. Barriers or constraints in adopting Canva also need to be analyzed to identify ways to improve its acceptance and effectiveness.

The use of Canva in learning demonstrates great potential for enhancing students' creativity, facilitating the understanding of material concepts, and providing a more interactive learning experience. Despite differences of opinion among students, overall, Canva is considered to make a positive contribution to the learning process.

Based on these conclusions, it is recommended to provide intensive training to students to optimize the use of Canva as a learning tool. Instructors also need to provide support and guidance to students in overcoming technical challenges and formulating creative strategies in learning. Additionally, further research is needed to gain a deeper understanding of the impact of Canva on student learning outcomes and ways to address potential challenges. The development of learning strategies that leverage multimedia technology, such as Canva, can be a crucial step in enhancing the effectiveness of Islamic education in the digital era. By understanding students' perspectives and continually examining the role of technology in learning, educational institutions can innovate to create a more dynamic and relevant learning environment.

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