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Effectiveness of Project Based Learning Model with Canva Media Assisted in Islamic Education Learning

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Abstract

This study aims to measure the effectiveness of the Project Based Learning model assisted by Canva Media in Islamic Education learning. This study uses a Quantitative approach with the Experimental method of the actual experimental model. The study was conducted at SDN Sambong 2 Pacitan with 38 students as respondents, divided into 19 students in the control class and 19 in the experimental class. The data analysis technique used was the N-Gain Test. The study results showed that Islamic Education Learning through the PBL model assisted by Canva media consists of three main stages: planning, implementation, monitoring and evaluation. The concept of Islamic Education learning is quite effective in implementing it and is more effective than conventional learning. This is evidenced by the N-Gain test results for Project Based Learning assisted by Canva media which is more significant than traditional learning (67%> 61%). This study needs to consider other variables such as students' and teachers' technological abilities, which can affect learning outcomes. This study underlines innovation in technology and digital media as an integral part of religious learning, which has yet to be widely explored in previous studies.

Penelitian ini bertujuan untuk mengukur tingkat efektivitas model Project Based Learning berbantuan Media Canva dalam pembelajaran PAI. Penelitian ini menggunakan pendekatan Kuantitatif dengan metode Eksperimen model *true experimental*. Penelitian dilakukan di SDN Sambong 2 Pacitan dengan jumlah responden 38 siswa yang terbagi atas 19 siswa kelas kontrol dan 19 siswa kelas eksperimen. Teknik analisis data yang digunakan adalah Uji N-Gain. Hasil penelitian menunjukkan hasil bahwa Pembelajaran PAI melalui model PBL berbantuan media canva terdiri atas tiga tahapan utama, yaitu perencanaan, pelaksanaan,

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monitoring dan evaluasi. Konsep pembelajaran PAI tersebut cukup efektif untuk diterapkan, dan menjadi lebih efektif jika dibandingkan dengan pembelajaran konvensional. Hal tersebut dibuktikan dengan perolehan uji N-Gain pembelajaran Project Based Learning berbantuan media canva lebih besar dari pembelajaran konvensional (67% > 61%). Kajian ini terbatas tidak mempertimbangkan variabel lain seperti kemampuan teknologi siswa dan guru, yang bisa mempengaruhi hasil pembelajaran. Penelitian ini menggarisbawahi inovasi dalam penggunaan teknologi dan media digital sebagai bagian integral dari proses pembelajaran agama, yang belum banyak dieksplorasi dalam kajian sebelumnya.

I. INTRODUCTION

Islamic Education (PAI) has an irreplaceable role in shaping the character and morals of students in the Elementary School (Puspitasari et al., 2022). With the rapid development of information and communication technology, innovative PAI material delivery methods are becoming increasingly essential to ensure maximum student engagement and understanding. In this context, implementing PAI learning in Elementary Schools through digital applications has become an exciting and relevant approach to strengthening PAI.

Digital applications, such as Canva, are not just tools but the future of Islamic education. They bridge the physical gap between teachers and students (Astuti et al., 2022; Revianti & Anggoro, 2022), making PAI learning more engaging and interactive. With various digital communication platforms and tools, students can engage directly in discussion, collaboration, and learning projects, regardless of their physical location.

One learning model that facilitates interaction between students and teachers is Project Based Learning (Khoiruddin & Suwito, 2021; Maqbulin, 2023). The project-based learning model (PjBL) also offers a robust framework to integrate PAI learning with relevant and challenging real-life project activities (A. Y. Sari, 2018). By leveraging the concept of PjBL, students learn about Islamic religious concepts in theory and apply them in everyday life through the projects they work on (Rizaldy & Sujatmiko, 2020). It helps students to develop practical skills, creativity, and an in-depth understanding of Islamic education materials.

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Previous research conducted by Alwiyah et al. showed that Canva is an application that can be developed in the process of making learning media Informatics that very much needs the presence of media as an introduction of information from the load of learning material that is abstract (Alamsyah et al., 2023; Jannah et al., 2023). In line with this, research conducted by Hanafi et al. (2023) and Purba & Harahap (2022) showed that Canva media improved the learning outcomes of high school students.

The novelty of this research lies in its innovative approach to learning Islamic Education. The study will use experimental concepts at the elementary school level to describe and measure the effectiveness of PAI learning in the SDN Sambong II district of Pacitan using Canva media. The findings of this research are expected to provide valuable insights for educational practitioners and teachers, offering an innovative approach to improve PAI quality learning at the SD level.

II. METHOD

The research uses a quantitative approach (Sugiyono, 2015; Zaluchu, 2020), which is a research approach that uses numbers and statistics in its collection and analysis. The researchers used the experimental method design (Arib et al., 2024; Zyra et al., 2022), a true-experimental, posttest control Group Design (Riskawati & Marisda, 2020). The study involved two groups namely the experimental group and the control group.

The research was held in the SDN Sambong II Pacitan because this elementary school focuses on implementing digital-based education concepts. The total number of respondents was 38, divided into 19 students in class VI A (experimental group) and 19 people in class VI B (control group). Experimental groups gave learning treatments using Canva media, while control groups were taught using conventional learning media and techniques. The research was conducted in September 2023.

The research employed rigorous data collection techniques, including observation (Ekka, 2021; S. K. Sari & Astuti, 2023) and testing (Ardiansyah et al.,

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2023). The pretest and post-test tests were subjected to thorough validation, reliability, difficulty, and variability testing by the researchers before being used for measurement. The data analysis technique used in this study is the N-Gain test, a robust method to measure the effectiveness of a lesson or intervention in improving student learning outcomes (Kurniawan & Hidayah, 2020; Oktavia et al., 2019), and using SPSS with the following categorization:

Table 1. Table of indeks N-Gain test

Indeks N-Gain (%)	Category
< 40	Ineffective
40-55	Less Effective
56-75	Quite Effective
>76	Effectibe

III. FINDINGS AND DISCUSSION

Learning Prosess

In the context of this research, learning is divided into two groups, i.e., a control group with conventional learning methods and an experimental group using the PBL model supported by Canva Media. PAI learning through a PBL-supported media canvas model in class VI SDN Sambong II district of Pacitan is as follows: *First*, Planning. At this stage, teachers undertake three main activities, including a) identifying learning goals and pouring them into the learning plan, b) designing projects for students, and c) determining the digital media (Canva) used in learning. In this context, the teacher chooses the learning material about The Equality of the Prophet and His Friends.

Second, Implementation. In this phase, the teacher performs four main activities: a) forming student groups. This activity is one of the characteristics of project-based learning (project-based learning). Teachers divide students into small groups of 4–5 students. Each group in the class was given a different project using the same material. b) technical training. In this activity, the teacher instructs and guides the student on how to apply the media canvas. c) Provision of tasks and guidance. Teachers provide explanations and guidance on the project to be completed by each group, covering the steps of the work, the tools used, and the evaluation criteria. At this stage, the teacher also gives a clear deadline for each

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project. d) Facilitating collaboration. The teacher can also observe the project's progress in person and get feedback from the teacher regularly.

Third, Monitoring and evaluation. This phase consists of three main activities: a) Monitoring Progress. In these activities, teachers supervise by monitoring the progress of each group's work through periodic reports at each meeting. Teachers also provide constructive feedback to help students overcome obstacles so that project results can improve quality. b) Performance assessment. In conducting evaluations of student performance, PAI teachers use the evaluation section with three main aspects, namely cognitive, affective, and psychomotor. The evaluation process was performed individually and in groups to ensure students' fair involvement and contribution.

The presentation intended to demonstrate the results of the work or project and obtain input for continuous improvement. In this case, the presentation process is done in person and rotated in front of the classroom, using multimedia such as video and presentation files and showcasing the result of the project in person. d) A written test at the end of the learning material to measure the learning results.

Test and Measurement Results

In the final phase of the study, the researchers measure the level of learning availability through the test. The test is given to all students divided into control classes and experimental classes. The number of questions that each student has done is 25 questions.

The evaluation results were then processed and tested in several stages, namely the normality test, the homogeneity test, and the N-gain test.

Table 2. Data normality test results

Tests of Normality

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest control class	.180	19	.105	.927	19	.153
	Postest control class	.182	19	.097	.928	19	.158
	Pretest Experiment class	.167	19	.173	.943	19	.295
	Postest Experiment class	.171	19	.146	.933	19	.200

a. Lilliefors Significance Correction

Based on Table 2, the researchers took the Shapiro Wilk column (because the number of respondents was less than 50 people) with a sig degree of 0.05.

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The table found that the sig rate of the results of the control class pretest, control class posttest, experimental class Pretest, and experimental Class posttest was more than 0.05. Thus, all the data processed be distributed normally.

The data homogeneity test results are as follows:

Table 3. Data homogeneity test results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.381	1	36	.541
	Based on Median	.237	1	36	.629
	Based on Median and with adjusted df	.237	1	35.265	.629
	Based on trimmed mean	.372	1	36	.546

Based on Table 3 above, with a degree of significance of 0.05, the result is that the data obtained is homogeneous (0,541 > 0.05). In the next stage, after it is known that data are distributed normally and homogenous, then perform the N-Gain test with SPSS.

Table 4. N-Gain test results

Descriptives

Class				Statistic	Std. Error
NGain_Presen	Control	Mean		61.4321	4.35386
		95% Confidence Interval for Mean	Lower Bound	52.2850	
			Upper Bound	70.5792	
		5% Trimmed Mean		60.4148	
		Minimum		41.18	
		Maximum		100.00	
		Range		58.82	.524
	Experiment	Mean		66.4934	3.64250
		95% Confidence Interval for Mean	Lower Bound	58.8408	
			Upper Bound	74.1460	
		Minimum		44.44	
		Maximum		100.00	
		Range		55.56	

Based on Table 4, in the experimental class, the result is that the presentation rate of N-Gain in the experimental class reaches 67% (66.4934%), while in the control class it reaches 61% (61.4321%). The minimum and maximum successive values of the experiments class are 44,44, and 100, while the control classes are 41,18, and 100.

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Project Based Learning Model with Canva Media Assisted in Islamic Education Learning

Islamic Education learning through the Canva media-aided PBL model in SD consists of three main stages (Astuti et al., 2021; Khoiruddin & Suwito, 2021), which are planning, implementation, monitoring, and evaluation. *First*, planning involves identifying learning objectives and translating them into a learning plan, creating assignments for students, and selecting the digital media (such as Canva) utilized in learning.

Second, the implementation phase includes forming student groups, technical training on how to apply Canva media, assignment of project tasks and guidance, facilitating collaboration, and giving feedback regularly. *Third*, monitoring and evaluation include monitoring progress, performance assessment that emphasizes cognitive aspects (material understanding), affective (attitudes and values), psychomotor (technical and collaborative skills), and presentation of project results.

The project-based learning model is equitably effective in Islamic Education learning (As'ari et al., 2023). Data analysis shows that applying the PBL learning model using Canva media on PAI is quite effective. This is demonstrated by a N-Gain test score of 67%. The learning model is rated more effective than conventional learning, with a 67% > 61% N-Gain test score.

The Project Based Learning learning model has a significant advantage in the educational process of completing real projects relevant to student life (Saputra et al., 2018; Setiawan et al., 2023). In PBL, students are given challenges or problems that must be solved through research, collaboration, and creativity. This process allows students to deeply understand the subject matter because they are actively involved in the learning process, not just passive recipients of information. By completing the project, students also learn to apply the theory learned in the classroom to real-world situations, making learning more meaningful and contextual.

In addition, Project Based Learning develops essential 21st-century skills needed in the modern workplace, such as problem-solving, collaboration, and

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effective communication. Students in PBL often work in groups, which forces them to interact, share ideas, and find solutions. It teaches critical interpersonal skills, like how to work in a team, listen actively, and appreciate other people's perspectives. Students also learn to manage their projects, from planning to implementation and evaluation, which helps develop time management skills and personal responsibilities.

Student's learning motivation also increases in project-based Based Learning because of the projects given to interests or issues relevant to their lives. PBL allows students to explore the topics they are interested in more deeply, which in turn can increase curiosity and excitement in learning.

Using digital tools like Canva in Project Based Learning provides added value by making it easy for students to create engaging and professional visual presentations. Canva allows students to design infographics, posters, presentations, and other visual materials efficiently, which is very helpful in delivering their project results more effectively. Using tools like Canva also prepares students for a world of work increasingly dependent on digital skills, helping them be better prepared to face future challenges. Thus, the combination of Project Based Learning and Canva enriches student learning experiences and prepares them to succeed in an increasingly complex digital age.

IV. CONCLUSION

Islamic Education learning through the Canva-aided PBL model consists of three main stages: planning, implementation, monitoring, and evaluation. The PAI learning concept is sufficiently compelling when applied and becomes more effective when compared to conventional learning. This was shown in the N-Gain test of PBL-enhanced learning with Canva media, which was 67% > 61% compared to traditional learning. The researchers hope that the results of this research can have a real impact and inspiration on Islamic Education (PAI)teachers so that they can be more innovative in using learning media to maximize learning outcomes. Ongoing research should also compare PAI learning using the Canva-assisted Project Based Learning model with other creative media such as Jamboard.

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