

The Influence of Canva Application Learning Media and Learning Motivation on Students' Islamic Religious Education Learning Outcomes at Panca Budi Elementary School, Medan

Wahyuddin Nur Nasution¹, Siti Halimah², Rika Mahrisa³

^{1,2,3}Master of Islamic Religious Education Study Program, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Corresponding Author: Rika Mahrisa

DOI: <https://doi.org/10.52403/ijrr.20230292>

ABSTRACT

Student learning outcomes are influenced by two factors, namely external factors and internal factors, where external factors consist of learning strategies, learning media, learning facilities and infrastructure, while internal factors are student learning motivation and student learning styles. In this case the teacher in carrying out the learning process with the aim of good learning outcomes, it is necessary to consider the selection of learning media and student learning motivation. Current developments allow teachers to create their own learning media according to learning needs by using several applications such as the Canva application. Using the Canva application is very easy for teachers to make learning media. The purpose of this study was to determine differences in student learning outcomes in the control class and the experimental class by considering student learning motivation. This research is a quantitative research with a quasi-experimental research type with a 2 x 2 factorial design. To find out differences in student learning outcomes, a 2-way ANOVA test was carried out. Testing the learning media for the Canva video application with Canva Power Point obtained an f count of 0.02 < f table 4.05 indicating that the learning media for the Canva application did not have a significant effect on student learning outcomes in Islamic Religious Education. The results of testing motivation to learn obtained f count 10.21 > f table 4.05 which means that there is a significant difference in

student learning outcomes for students who have high learning motivation and low learning motivation. While testing the interaction between the Canva application learning media and learning motivation obtained f count 1.58 < f table 4.05 indicating that there is no interaction between the Canva application learning media and learning motivation in influencing student Islamic Religious Education learning outcomes.

Keywords: Learning Media, Canva Application, Learning Motivation, Learning Outcomes

INTRODUCTION

The progress of a nation can be seen from the quality of education in a nation, and that quality can be seen from generations who are educated, skilled, and have the ability to communicate in various world languages, then this will be the key for a nation, especially the Indonesian nation. Islamic Religious Education (PAI) as one of the subjects at all levels of education, has the same goal as stated in the National Education System Law No. 20 of 2003. This makes Islamic religious education a subsystem in the national education system. It is hoped that Islamic Religious Education can form a young generation who have Islamic values within themselves and are able to become a generation that believes and fears Allah SWT. The implementation of Islamic religious education learning must be able to integrate knowledge, faith, and

values with behavior and application. Islamic religious education learning must be active, learning must be active by emphasizing activities that invite students to react to what they learn and use it in everyday life (Anshori, 2010: 24-27).

To achieve this education, support is needed in the learning process including learning media. The use of instructional media is necessary given the teacher's limited ability to deliver subject matter. Using the right media in the learning process will help teachers more easily convey learning material and students will be able to easily absorb the information conveyed. As the results of the study state that all existing concepts, events and facts can be presented in class by using media that is appropriate to the learning material. Learning media as a tool in the teaching and learning process makes teachers and students gain experience and new skills in applying learning media (Ribawati, 2015: 135).

There are two important roles of motivation in learning, namely: first motivation is a psychic driving force in students that causes learning activities and ensures the continuity of learning in order to achieve one goal. Second, motivation plays an important role in providing passion, enthusiasm and pleasure in learning so that students who have high motivation to carry out learning activities. Based on the results of the study, it is said that if children have high learning enthusiasm or motivation, learning activities will occur so as to produce good student learning outcomes. On the other hand, if the child does not have motivation to learn, then learning activities will not occur, if the motivation to learn is low, the learning outcomes of the participants will also be low (Sari & Fatolah, 2022: 1700).

From initial observations it is known that SD Panca Budi Medan is a school that is friendly with technology in learning, but technology-based learning media is still limited in its use in learning Islamic Religious Education. The learning media used in Islamic Religious Education learning are in the form of school books,

presentation slides that are less attractive and learning videos that are not the teacher's own work. So it is only natural if there is a decrease in student learning outcomes in Islamic Religious Education lessons. Based on the results of observations made by researchers at SD Panca Budi Medan, it shows that students do not fully understand the content of the subject matter being taught so that it has an impact on the low number of students in each class who achieving the KKM score (Minimum Completeness Criteria), where the subject of Islamic Religious Education has a KKM value of 75.00.

Based on the above, it is necessary to follow up to improve the learning process related to learning media. Therefore, the researcher applied the Canva application learning media. Canva is one of the many applications that are present in the world of technology, canva is an online application that teachers can use to create learning media. This is an opportunity for educators to take advantage of technology that helps effectiveness in learning, and can provide friendliness and convenience in making learning media using the Canva application, and providing updates in the learning process by designing media assisted by Canva as an effort to create creative and innovative learning.

Based on the background of the problems that have been stated above, there needs to be a deeper study of what and how PAI learning media using the Canva application is in a learning process, as well as how the interaction between the Canva application learning media and motivation so that it can improve student learning outcomes. It is on this basis that it is necessary to conduct research with the title "The Influence of Canva Application Learning Media and Learning Motivation on Learning Outcomes of Islamic Religious Education for Students of SD Panca Budi Medan".

LITERATURE REVIEW

Learning Outcomes of Islamic Religious Education

Learning outcomes consist of two words, namely "results" and "learning". The result is an acquisition as a result of carrying out a process (activity) that results in a functional change in input. According to Slameto in Mardianto, learning is a process of effort carried out by individuals to obtain changes in new behavior as a whole, as a result of the individual's own experiences in interacting with their environment (Mardianto, 2018: 45). In essence, learning outcomes are changes in the behavior of students as a result of an effective learning process which includes attitudes, knowledge, and skills as a benchmark in determining student achievement. According to Nana Sudjana, learning outcomes are abilities possessed by students after they receive a lesson. According to Omar, learning outcomes refer to learning achievement, where learning achievement is an indicator of changes in student behavior (Nurmawati, 2016: 53).

Based on the description above, it can be concluded that learning outcomes are behavioral abilities including attitudes, knowledge and skills of students that can be observed and measured after experiencing a process of learning activities marked by certain numbers, letters or symbols. Learning outcomes are said to be good if they can shape and generate abilities from students that are in accordance with learning objectives.

According to Zakiyah Darajat in Sulistyowati (2012: 18), Islamic Religious education is an effort to foster and nurture students to always be able to understand Islamic teachings as a whole, live up to the goals so that in the end they can practice and make Islam a way of life. In Islamic education, it will cover two things, namely educating students to behave in accordance with Islamic values or morals, and educating students to study Islamic teaching material. The subject of Islamic Religious Education in schools is expected to be able to facilitate students to explore and develop their faith potential so that later they will not only know, understand and implement their

religious and faith knowledge but also be able to apply it to everyday life.

In the Al-Quran there is a verse that mentions the results of learning, namely in surah Al-Ahqaf verse 19 which reads:

وَلِكُلِّ دَرَجَاتٍ مِّمَّا عَمِلُوا وَيُؤْتِيهِمْ أَجْرَهُمْ وَهُمْ لَا يُظْلَمُونَ

It means

"And for each of them a degree according to what they have done and for God to suffice them (reward) for their works while they are not harmed". (QS. Al-Ahqaf: 19)

Tafsir from surah Al-Ahqaf verse 19

And each of the people who do good and those who do disobedience, from the race of jinns and humans, have their own position in the presence of God on the Day of Resurrection, according to their respective deeds, good or bad deeds in the world, and the purpose is for God to complete for them the reward of their deeds. Those who do good will be given good things, while those who do bad things will be given bad things, while they are not persecuted in the slightest. This means that people who do bad things are not punished except according to their sins, and the sins of others are not attributed to them, while people who do good things are not reduced from the reward of their good deeds (Al-Maraghi, 1989: 39-40).

In general, there are two factors that influence learning outcomes, namely internal factors and external factors. Internal factors are anything that can affect the process and learning outcomes of students that arise from within the students themselves such as physiological conditions, talents, intelligence, motivation, interests, and cognitive abilities. External factors are anything that can affect learning activities and results caused by things that come from outside the students themselves.

According to Slameto, the factors that influence learning outcomes are as follows:

1. Internal factors, namely factors originating within students, both physical factors including: health and disabilities, as well as mental factors including: intelligence, attention,

interest, talent, motivation, maturity, and readiness (Slameto, 2003: 54-59) .

2. External factors, namely factors that come from outside the students themselves, include: The conditions or atmosphere of the place of learning, Training, the success or failure of learning in this case depends on the intensity of the students in doing the exercises, the more often they practice will affect learning outcomes. Strengthening, in this case the reinforcement given to students can use rewards or awards for the responses given (Slameto, 2003: 93).

Instructional Media

Media comes from the Latin which in its plural form is "medium" which means intermediary or introduction. In Indonesian, the word medium can be interpreted as 'between' or 'medium', so media can be interpreted as something that delivers or forwards information (message) between the source (message giver) and the recipient of the message.

According to Miarso, learning is an effort to manage the environment to shape oneself positively under certain conditions (Wahyudin, 2016: 18). If related to learning, media is a communication tool used in the learning process to convey information in the form of subject matter from educators to students so that students become more interested in participating in the learning process. Learning media is a learning component that has an important role in learning activities.

Kustandi and Sutjipto (2011: 9) concluded that learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed in order to achieve better and more perfect learning objectives. Meanwhile, according to Gerlach and Eli stated that learning media are human beings, material or events that build conditions in which students are able to acquire knowledge, skills and attitudes. Furthermore, according to Anderson,

learning media is media that allows the creation of a direct relationship between educators as subject developers and students (Husniyatus, 2017: 62). And finally Arsyad (2011: 3) describes more specifically the notion of media in the learning process which is more likely to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange visual or verbal information, in short learning media is a tool used to convey or deliver learning messages.

From the several opinions above, it can be concluded that learning media is anything that can be used to channel messages (subject matter) from senders (educators) to recipients (students) in order to be able to stimulate attention, interest, thoughts and feelings of students in improving student outcomes. Study.

In more detail, learning media functions to:

- a. Increase the effectiveness and efficiency of learning
- b. Increase student learning enthusiasm
- c. Increase interest and motivation to learn
- d. Making students interact directly with reality
- e. Overcome the characteristics of various student learning models
- f. Streamline the process of communication in learning
- g. Improving the quality of learning

Of the various media functions above, the ultimate goal is to improve the quality of learning. Therefore, the function of learning media is to improve the quality of learning with indicators that students understand more easily and thoroughly.

Canva Application-Based Learning Media

Canva is an online design program that provides a variety of tools such as presentations, resumes, posters, flyers, brochures, graphics, videos, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, flipbooks, book covers, desktop wallpapers, templates, photo editing,

YouTube thumbnails, Instagram stories and many more. Canva is available in several versions, namely: web, Android and iPhone. Canva consists of two types of services, namely free and paid. So in learning, Canva is a platform that educators can use in making learning media in the form of presentation slides, videos, or interactive infographics. This platform is very easy to use, it can help educators easily create interactive presentation slides and look professional. This is because Canva has hundreds of templates that can be edited immediately and adapted to the needs of educators. Apart from that there are also several features such as the existence of a virtual library which provides various supporting materials such as images, audio, graphics or video and other elements for the needs of educators (Yuniastuti et al, 2021: 100). Ease in designing, teachers only need to enter text, images, and choose the type of graphic design.

The advantages of the Canva application are as follows: Has a variety of attractive graphic designs, animations, templates, and page numbers. Can increase the creativity of educators in designing learning media because many features are provided, as well as loading drag and drop features. Can save time in designing practical learning media. Students can review the material through the Canva learning media provided by the teacher. It has good image resolution and Canva media slides can be printed with automatic print size settings. Can design learning media at any time, not only using a laptop but also using a cellphone. Canva media can be downloaded in various storage formats such as pdf, jpg, and others. (Tunjung and Faiza, 2019: 80-81)

In addition to the advantages in the Canva application, there are also fundamental drawbacks in this application, that is, if you want to use Canva, each user must have an internet package to be able to connect and be able to use Canva, besides that there are several design templates in the paid Canva application. . However, this will not be a problem because there are still many good

templates that are still free when used (Rainbow, 2020: 82) .

The basic consideration for choosing the learning media for the Canva application is the ease of using this application, apart from that there are hundreds of templates that make it easier for teachers to make interesting and up-to-date learning media easily so that they can follow the needs of students.

Motivation to Learn

Motivation comes from the language *yatin movere* which means to move, encourage or drive. The term motivation comes from the word "motive" which can be interpreted as an effort, a driving force that encourages someone to do something in order to achieve a goal. Winkel (1991) explains that motivation to learn is the overall driving force of the psychic within students that generates learning activities, guarantees the continuity of learning and provides direction to learning activities in order to achieve a goal. Learning motivation plays an important role in stimulating enthusiasm for learning, so students who have strong motivation will have a lot of energy to carry out learning activities. Learning motivation can also be interpreted as a driving force in students that generates learning activities, which guarantees the continuity of learning activities and provides direction in learning activities, so that the goals of learning can be achieved.

Lindargen (1996) explains that motivation is influenced by two dominant factors, namely internal factors and external factors, where internal factors are in the form of needs, desires, emotions, and interests, while external factors are conditions that guarantee the individual, attitudes and expectations of other people towards him, rewards and threats. According to Hamzah B. Uno (2011: 23) the essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, which are generally with several supporting indicators or elements. It can be seen that learning

motivation is divided into two, namely intrinsic learning motivation and extrinsic learning motivation, where intrinsic learning motivation is learning motivation that exists within a person while extrinsic learning motivation is motivation that arises because of getting stimulation from outside.

From the description above, it can be concluded that motivation to learn is an encouragement that comes from within the students as well as from outside the students themselves which encourages them to learn so as to increase their knowledge and skills. With learning motivation will help students to be more enthusiastic in learning so as to get good achievements, and vice versa without learning motivation, students will not learn which in the end will not get success in learning.

Sardiman (2011: 83) suggests the characteristics of learning motivation in students, including:

1. Diligent in facing the task (can work continuously for a long time, never stop before it's finished).
2. Tenacious in facing difficulties (not easily discouraged) does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved)
3. Shows interest in a variety of issues.
4. Prefer to work independently
5. Quickly get bored with routine tasks (things that are mechanical, just repetitive, so they are less effective)

6. Can defend his opinion (if you are sure of something)

7. It's not easy to let go of that belief

8. Enjoys finding and solving problems.

If someone has the characteristics as above, it means that someone has a high enough motivation to learn. The characteristics of learning motivation above will be used in compiling a questionnaire instrument grid to reveal one of the independent variables in this study, namely learning motivation.

METHOD

Research Place

This research was conducted at SD Panca Budi Medan which is located at Jalan Jendral Gatot Subroto Km 4.5, Simpang Tanjung sub-district, Medan Sunggal sub-district, Medan city.

Research Design

This research is a quantitative research type of quasi-experimental research (quasi experiment). In general, this study aims to compare the learning outcomes of Islamic Religious Education students between those using the video-based Canva application learning media and Power Point- based Canva application learning media (PPT) with the control variable being motivation. In addition, it is also to find out the interaction between the Canva application learning media and motivation on learning outcomes in Islamic Religious Education. This experimental research used a 2 x 2 Factorial Design. The design of the research design can be seen in the following table:

Table 3.1 Factorial Research Design 2 x 2

Instructional Media (X ₁)	Canva Videos (A ₁)	Canva PPT (A ₂)
Motivation to learn(X ₂)		
Tall (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

Information:

A₁ B₁ = Value of learning outcomes for groups of students who are taught using the Canva video application learning media that have high motivation.

A₁ B₂ = The value of learning outcomes for groups of students who are taught using the learning media application Canva video who have low motivation.

A₂ B₁ = Value of learning outcomes for groups of students who are taught using the learning media application Canva PPT who have high motivation.

A₂ B₂ = Value of learning outcomes for groups of students who are taught using the learning media application Canva PPT who have low motivation.

A₁ = Canva video application learning media

A₂ = Canva PPT application learning media

B₁ = high learning motivation

B₂ = Low learning motivation

From the design above it can be explained that there are two groups in learning Islamic Religious Education namely, the group that studies using the canva-based video application learning media (A 1) and the group that studies using the canva-based PPT application learning media (A 2). In each group there are two groups of students, namely a group of students with a high learning motivation category (B 1) and a group of students with a low learning motivation category (B 2).

The instruments used in this study were learning achievement tests and the Likert model measurement scale. The learning achievement test is used to measure the learning outcomes variable in Islamic Religious Education, while the Likert model measurement scale is used to measure the learning motivation variable.

Population and Research Sample

The population in this study was class V SD Panca Budi Medan for the 2022/2023 academic year which consisted of 3 classes with a total of 77 students. This study used a cluster random sampling technique, because the sample was taken with individual groups, the subjects studied were naturally in groups or clusters. Based on the lottery results, the selected experimental class was obtained, namely class 5 R2 and the selected control class was class 5 R1.

Data Analysis Technique

To describe the data used descriptive analysis, which is done by presenting the data through tables of histogram frequency distribution, mean and standard deviation. To test the proposed research hypothesis using a two-way analysis of variance (ANAVA) technique.

Before the data were analyzed, statistical analysis prerequisite tests were carried out, namely the normality test and homogeneity test. For the normality test, the Lilifors analysis technique is used, while in the homogeneity test analysis, the Bartlett test analysis technique is used. If the results of the analysis of variance show that there is an

interaction between the independent variables in relation to the dependent variable, then the analysis is continued with an advanced stage of analysis of variance through the Scheffe test.

RESULTS AND DISCUSSION

Results

1. Learning Outcomes of Islamic Religious Education for Students Who Have High Learning Motivation by Using Video-Based Canva Application Learning Media

Based on the research data obtained, it is known that Islamic religious education learning outcomes test scores of students who have high learning motivation using the video-based Canva application learning media have the lowest score of 74, the highest score of 96, with a range of 22, many grades 5, and an interval of 5, with an average value of 87, variance of 41 and standard deviation of 6.40. Based on the average value, it is known that as many as 4 people or 30.77% are on the average score of learning outcomes, as many as 5 people or 38.46% are above the average score of learning outcomes, and as many as 4 people or 30.76% are below the average score of learning outcomes.

2. Learning Outcomes of Islamic Religious Education for Students Who Have Low Learning Motivation by Using the Video-Based Canva Application Learning Media

From the research data obtained, it is known that the Islamic Religious Education learning outcomes test score of students who have low learning motivation using the video-based Canva application learning media is the lowest score 52, the highest score is 91, with a range of 39, many grades are 5 and have an interval of 8, with the mean value is 72.91, the variance is 165.72, and the standard deviation is 12.87. Based on the average value, it is known that as

many as 2 people or 16.67% are on the average score of learning outcomes, 5 people or 41.67% are above the average score of learning outcomes, and 5 people or 41.67% are below the average score of results Study.

3. Power Point Based Canva Application Learning Media

Based on the research data obtained, it is known that Islamic Religious Education learning outcomes test scores of students who have low learning motivation using the Canva application learning media based on Power Point have the lowest score 57, the highest score 91, with a range of 34, many grades 5 and interval 7, with an average value of 83.5, the variance is 100.72 and the standard deviation is 10.03. based on the average value it is known that as many as 2 people or 20.00% are on the average score of learning outcomes, 7 people or 70.00% are above the average score of learning outcomes and 1 person or 10.00% is below the average score of learning outcomes.

4. Learning Outcomes of Islamic Religious Education Students Who Have Low Learning Motivation Using the Power Point -Based Canva Application Learning Media

Based on the research data obtained, it is known that the Islamic Religious Education learning outcomes test scores of students who have low learning motivation using the Power Point-based Canva application learning media have the lowest score 52, the highest score 91, with a range of 39, many grades 5 and intervals 8, with the mean value is 77.33, the variance is 178.09 and the standard deviation is 13.34. based on the average value it is known that as many as 5 people or 33.33% are on the average score of learning outcomes, as many as 5 people or 33.33% are above the average score of learning outcomes and as many as 5 people or 33.33% are below the average score of learning outcomes .

The statistical method used to test the hypothesis of this study was a two-way analysis of variance (ANOVA) followed by the Scheff test. The results of data analysis with ANOVA can be seen in the following table:

Table 4.1 Summary of ANOVA Calculation Results Data on PAI Learning Outcomes

Variant Source	JK	db	RJK	F _{count}	F _{table} ($\alpha=0.05$)
Canva Application Learning Media (A)	2.42	1	2.42	0.02	4.05
Motivation to learn (B)	1268.94	1	1268.94	10.21	4.05
Interaction (AB)	196.87	1	196.87	1.58	4.05
In Group (D)	5714.75	46	124.23		
Total	7182.98				

Based on the calculation results of the two-way ANOVA analysis in the table above, it can be explained about the results of testing the research hypothesis as follows:

1. Differences in Islamic Religious Education Learning Outcomes of Students Taught With Video-Based and Power Point-Based Canva Application Learning Media.

Based on the results of the analysis of variance for the two Canva application learning media, the calculated F value is

0.02 less than the F table price of 4.05 at a significant level $\alpha = 0.05$ (F count < F table) so that H₀ is accepted at a significant level $\alpha = 0.05$. Thus it can be concluded that there is no significant difference in influence between the video-based canva application learning media and the power point- based canva application learning media on students' Islamic Religious Education learning outcomes.

2. Differences in Islamic Religious Education Learning Outcomes of Students Who Have High Learning Motivation with Low Learning Motivation

Based on the results of the analysis of variance for the two Canva application learning media, the calculated F value is 10.21 greater than the F table price of 4.05 at a significant level $\alpha = 0.05$ ($F_{\text{count}} > F_{\text{table}}$) so that H_0 is rejected at a significant level $\alpha = 0.05$. Thus it can be concluded that there are differences in the learning outcomes of Islamic Religious Education students who have high learning motivation with low learning motivation.

3. The Interaction Between Canva Application Learning Media and Learning Motivation on Student Islamic Religious Education Learning Outcomes.

Based on the results of testing the hypothesis above, the F count is 1.58 and the F table price is 4.05 at a significant level $\alpha = 0.05$. These results indicate that $F_{\text{count}} = 1.58 < F_{\text{table}} = 4.05$ so that H_0 is accepted. Thus it can be concluded that there is no interaction between the Canva application learning media and learning motivation on students' Islamic Religious Education learning outcomes. With regard to the proven research hypothesis which states that there is no interaction between the Canva application learning media and learning motivation on students' Islamic Religious Education learning outcomes, the analysis will not be continued.

DISCUSSIONS

Based on the results of testing the hypotheses that have been carried out, the results obtained prove several research hypotheses. In each of these research

results, the discussion is presented as follows:

1. **There is no significant difference in the influence between the video-based canva application learning media and the power point -based canva application learning media on the learning outcomes of students in Islamic Religious Education.**

The results of the research data analysis through the two-way ANOVA test decided to accept H_0 and reject H_a . This shows that the learning outcomes of Islamic Religious Education which are taught using the video-based Canva application learning media are not much different from the learning outcomes of students who are taught using the PowerPoint-based Canva application learning media. These results prove that the video-based and power point -based Canva application learning media does not give a large difference in influence on student Islamic education learning outcomes because the difference in the average value of learning outcomes is not too significant. This could happen considering that the power point -based Canva application learning media is not much different from video, it is suspected that this is closely related to the learning style of each student. Learning media used in the learning process must also consider the characteristics of the learning styles possessed by students. If the learning media is in the form of power points or display slides, it will support students who have a visual learning style, while learning media in the form of videos will support students who have an audio-visual learning style. Based on the results of this study, there was no difference in learning outcomes

between video and power point learning media. It was suspected that both students in the experimental class and students in the control class had the same learning style, namely audio and visual.

From the description above, it can be understood that an educator or teacher in choosing learning media must also be able to consider the characteristics of the learning styles possessed by students in order to achieve learning goals. With learning media that is able to cover the learning styles of students, the learning process will be more effective, fun so that it can motivate students to be even more active in learning with the hope that the learning outcomes obtained by students will be even better.

2. There are differences in the learning outcomes of Islamic Religious Education students who have high learning motivation and low learning motivation.

The results of the research data analysis through the two-way ANOVA test decided to reject H_0 and accept H_a . This shows that the learning outcomes of students who have high learning motivation are higher when compared to the learning outcomes of students who have low learning motivation. The results of the study show that motivation has a very important role in influencing student learning outcomes. This is evidenced by the existence of significant differences in student learning outcomes between students who have high learning motivation and students who have low learning motivation. The higher the learning motivation of students, it will encourage students to get increased learning outcomes. Conversely, the

lower the student's learning motivation, the lower the learning outcomes that will be obtained. Motivation to learn is an encouragement that comes from within students and from outside students who encourage them to learn so as to increase knowledge and skills. With learning motivation it will help students to be more enthusiastic in learning so as to get good achievements, and vice versa without learning motivation, students will not learn which in the end will not get success in learning, so the learning motivation possessed by students can influence the results learn these students.

The learning outcomes obtained by students will vary related to the learning motivation possessed by each student. One solution to increase students' learning motivation is to choose the right learning media, fun and able to convey the subject matter of Islamic Religious Education appropriately. One of the most important roles of the teacher as an educator is to be able to understand the characteristics of students well.

3. There is no interaction between the Canva application learning media and motivation on students' Islamic Religious Education learning outcomes

The results of the research data analysis through the two-way ANOVA test decided to accept H_0 and reject H_a . The findings in this study indicate that there is no interaction between the Canva application learning media and learning motivation on students' Islamic Religious Education learning outcomes. Students who have low motivation who are taught using the video-based Canva application learning media get a lower

average score when compared to the average score of students who have low motivation who are taught using the PowerPoint-based Canva application learning media. There is no intersection between the Canva application learning media variables and learning motivation variables on student Islamic education learning outcomes which results in independent variables.

This is because in learning there are two main factors that influence the achievement of student learning outcomes, namely the quality of learning and the characteristics of the students themselves. Where the quality of learning is an external factor that influences learning including strategies, methods, media and others. While the characteristics of students are internal factors which include learning motivation, learning style, thinking style, and creativity. Therefore it is important for educators to pay attention to the learning media used in the learning process, learning media must pay attention to the characteristics of students not only learning motivation but also need to pay attention to the learning styles of each student.

CONCLUSION

The conclusions that can be drawn from the results of testing the research hypothesis are as follows:

1. The learning outcomes of Islamic Religious Education students who are taught using the video-based Canva application learning media have no differences in the learning outcomes of students who are taught with the *Power Point -based Canva application learning media*. Based on the results of statistical tests, it was obtained that f_{count} was 0.02 while the value of f_{table} was 4.05 with a significance level of $\alpha = 0.05$. It turns out that the value of f_{count} is $0.02 < f_{\text{table}}$ is 4.05. Thus the video-based canva

application learning media and *power point- based canva application learning media* do not have a significant effect on the learning outcomes of Islamic Religious Education students at SD Panca Budi Medan. It is suspected that this is related to student learning styles, both video-based and *power point-based Canva application learning media* both facilitate visual learning styles.

2. Students who have high learning motivation get higher learning outcomes in Islamic Religious Education compared to students who have low learning motivation. Furthermore, based on the results of statistical testing f_{count} 10.21 while the $f_{\text{table value}}$ is 4.05 with a significance level of $\alpha = 0.05$. It turns out that the $f_{\text{count value}}$ is $10.21 > f_{\text{table}}$ 4.05. Thus students who have high learning motivation will be more successful in learning when compared to students who have low learning motivation.
3. There is no interaction between the Canva application learning media and learning motivation in influencing students' Islamic Religious Education learning outcomes. There is no intersection between the variables which causes the variables to stand alone. Furthermore, based on the results of statistical testing f_{count} 1.58 while the $f_{\text{table value}}$ is 4.05 with a significance level of $\alpha = 0.05$. It turns out that f_{count} 1.58 $< f_{\text{table}}$ 4.05. Thus the Canva application learning media does not have a significant effect on the learning outcomes of students who have high learning motivation and the learning outcomes of students who have low learning motivation.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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How to cite this article: Wahyuddin Nur Nasution, Siti Halimah, Rika Mahrisa. The influence of Canva application learning media and learning motivation on students' Islamic religious education learning outcomes at Panca Budi Elementary School, Medan. *International Journal of Research and Review*. 2023; 10(2): 772-783.
DOI: <https://doi.org/10.52403/ijrr.20230292>
