

INNOVATION IN ISLAMIC RELIGIOUS EDUCATION LEARNING IN ELEMENTARY SCHOOLS: ENHANCING STUDENT CREATIVITY WITH CANVA MEDIA

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Abstract

The transformation of digital-based learning in elementary schools is an inevitable requirement in facing the dynamics of 21st-century education, including in the teaching of Islamic Religious Education (PAI). This study aims to explore strategies for utilizing Canva media by teachers to enhance student creativity in PAI learning at Cahaya Cendekia Elementary School. This study uses a qualitative case study approach with data collection techniques in the form of in-depth interviews, classroom observations, and visual documentation. The results show that Canva is effectively utilized by teachers to create visually appealing Student Worksheets (LKPD), thereby stimulating students' attention and participation. Students' creativity develops through non-digital activities such as describing religious illustrations, composing narratives of prophets' stories, coloring, and verbally conveying moral messages. In addition, the use of Canva also had an impact on improving teacher professionalism and strengthening institutional identity through published visual documentation. Although students were not directly involved in using the application due to age and facility limitations, this approach succeeded in creating a contextual, enjoyable learning environment that encouraged the creative expression of religious values. Thus, Canva has become a relevant and transformative visual medium in the development of Islamic Education learning at the elementary school level.

Abstrak

Transformasi pembelajaran berbasis digital di sekolah dasar merupakan suatu keniscayaan dalam menghadapi dinamika pendidikan abad ke-21, termasuk dalam pengajaran Pendidikan Agama Islam (PAI). Penelitian ini bertujuan untuk mengeksplorasi strategi pemanfaatan media Canva oleh guru dalam meningkatkan kreativitas siswa pada pembelajaran PAI di SD Cahaya Cendekia.

Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan teknik pengumpulan data berupa wawancara mendalam, observasi kelas, dan dokumentasi visual. Hasil penelitian menunjukkan bahwa Canva dimanfaatkan secara efektif oleh guru untuk membuat Lembar Kerja Peserta Didik (LKPD) yang menarik secara visual, sehingga mampu merangsang perhatian dan partisipasi siswa.

Kreativitas siswa berkembang melalui aktivitas non-digital seperti menggambar, ilustrasi keagamaan, menyusun narasi kisah para nabi, mewarnai, dan menyampaikan pesan moral secara lisan. Selain itu, penggunaan Canva juga berdampak pada peningkatan profesionalisme guru serta memperkuat identitas kelembagaan melalui dokumentasi visual yang dipublikasikan. Meskipun siswa tidak terlibat secara langsung dalam penggunaan aplikasi karena keterbatasan usia dan fasilitas, pendekatan ini berhasil menciptakan lingkungan belajar yang kontekstual dan menyenangkan, serta mendorong ekspresi kreatif terhadap nilai-nilai keagamaan. Dengan demikian, Canva menjadi media visual yang relevan dan transformatif dalam pengembangan pembelajaran Pendidikan Agama Islam di tingkat sekolah dasar.

INTRODUCTION

Cahaya Cendekia Elementary School, a new educational institution that has been operating for about two years, has begun to adopt a digital approach in the learning process, including in Islamic Religious Education (PAI) subjects. One of the efforts made is the use of Canva by teachers in compiling Student Worksheets (LKPD) that are more visually appealing (Musdalifah, Lumowa, & Rambitan, 2024). PAI teachers in grades 1 to 3 have utilized Canva to design teaching materials, although students, especially those in grades 1 to 3, have not directly used the application due to limited tools and the unavailability of computer lab facilities. In addition, the learning content is still entirely compiled by teachers without involving students' ideas (Le et al., 2022). However, the use of Canva has had a positive impact on student enthusiasm and attention (Fitriyah, Hilmiyati, & Juhji, 2024). Visual media such as Canva has been proven to increase the effectiveness of material delivery, especially for early childhood learners who tend to have a visual learning style (Muhibbin, 2025; Rosyidah, Syafi'i, & Fahmi, 2025).

The use of Canva in PAI learning at Cahaya Cendekia Elementary School is still fully controlled by teachers, without direct student participation in the design and content creation process. This is due to limited access to digital devices such as laptops or tablets, as well as limited technological skills that are generally not yet possessed by early elementary school students. At this level, students are still in the stage of basic cognitive and psychomotor development, which does not yet allow them to operate digital design applications independently. In addition, the curriculum implemented does not yet include comprehensive information technology learning (Szymkowiak, Melović, Dabić, Jeganathan, & Kundi, 2021). Therefore, teachers play an active role in designing and delivering Canva-based LKPD, which is then presented through print or visual media. Although student involvement is not yet direct, their response to visual material shows sufficient engagement, especially in terms of attention, imagination, and participation during the learning process (Shahwa, Mustamiroh, & Iksam, 2024).

Digital media such as Canva provide high flexibility in delivering religious material that is child-friendly, aesthetic, and contextual. Colorful visuals, attractive layouts, and diverse illustrations enable teachers to deliver material in a more lively and enjoyable way. Student interaction in Canva-based learning has the potential to foster creativity, including in terms of imagination, value interpretation, and narrative skills (Rahmawati, Wirasti, & Lestari, 2024). In addition, Canva can also support the process of internalizing religious values in a communicative and effective manner to support character education (Nabillah & Tanjung, 2023; Wahhab, Sedagadi, & Ruslin, 2023). Thus, the integration of Canva in PAI learning is not only a technical innovation but also a

pedagogical approach that can enrich students' learning experiences and systematically develop their creative potential .

However, even though Canva has been widely used in various learning contexts, there are still few studies that specifically examine how teachers use Canva to develop religious-based worksheets and their impact on student creativity. Most previous studies have only highlighted Canva as a presentation tool or student design medium, not as part of a learning strategy designed by educational institutions. In addition, there are still limited studies that examine the role of visual media in strengthening religious values contextually at the elementary school level. Therefore, it is important to conduct research that not only describes students' perceptions but also empirically analyzes how Canva contributes to developing students' creativity during the PAI learning process.

Several aspects can still be improved to optimize the use of Canva in Islamic Religious Education (PAI) learning at Cahaya Cendekia Elementary School. Student involvement can be gradually enhanced by engaging them in simple activities, such as choosing colors, images, or orally constructing story ideas that are then visualized by the teacher using Canva. This approach allows students to participate actively in the learning process according to their cognitive and motor development stages, without requiring them to operate the application independently.

In addition, further solutions are needed to address technical challenges, including limited access to devices and technological facilities. The school may consider shared device usage, the utilization of printed learning materials designed with Canva, or the development of simple digital learning corners integrated into thematic learning. Enhancing teachers' competencies through advanced training is also an important factor in ensuring that the use of Canva becomes more varied and adaptive to students' needs.

Another aspect that deserves attention is the expansion of analysis regarding student diversity, including learning styles, social backgrounds, and cognitive ability levels. This is essential to ensure that Canva-based LKPD designs are not only visually appealing but also inclusive and responsive to students' diverse characteristics. In this way, visual media can function as an effective tool for differentiated learning within the context of Islamic Religious Education.

This study is relevant in the context of 21st-century education demands that emphasize the importance of creativity, collaboration, communication, and critical thinking. These competencies are not only applicable in general subjects but are also important in values- and character-based religious education. Canva is a medium that aligns with this spirit because it can accommodate visual expression and communication of values . By utilizing Canva, teachers not only present

informative material but also stimulate students' imagination and aesthetic sense. This study is expected to contribute to the development of a modern, enjoyable PAI learning model that is suitable for the characteristics of elementary school students (Amanda, Jumadi, & Sufyadi, 2024).

This study aims to examine three main aspects, namely: (1) how PAI learning innovation strategies are implemented at Cahaya Cendekia Elementary School as a newly developed elementary school, (2) how teachers utilize Canva and how student creativity is reflected during the learning process. The focus of the study is directed at seeing how teachers design and implement Canva in delivering PAI material, as well as how students respond to the media presented. The findings of this study are expected to contribute to learning strategies that are able to integrate visual technology wisely and relevantly in children's religious education .

Based on literature and field data, this study assumes that the use of Canva by teachers in PAI learning can facilitate and indirectly trigger student creativity, particularly in terms of visual, narrative, and expressive responses to the material provided. Student creativity does not only appear in the form of digital works, but also from active involvement in describing images, composing stories from illustrations, to conveying personal reflections on religious values. With a visual approach through Canva, it is hoped that students' affective and imaginative aspects can develop significantly. This research will serve as a reference in developing a PAI learning model that prioritizes the use of creative and applicable technology in the context of elementary schools

RESEARCH METHODS

This study employed a qualitative approach with an exploratory case study design to gain an in-depth understanding of how innovative strategies are implemented in Islamic Religious Education (IRE) learning through the digital media platform Canva and how these strategies contribute to the development of student creativity. The study was conducted at Cahaya Cendekia Elementary School, which was purposively selected because of its active efforts to integrate digital technology into the teaching and learning process. Although the present study focused on one school as the primary case, the design was developed with the potential for comparative extension to other elementary schools in future research in order to enhance transferability and broader contextual understanding.

The participants in this study included Islamic Religious Education (PAI) teachers who taught grades 1, 2, and 3, as well as a selected group of students from these grade levels. Teachers were chosen as key informants because of their central role in planning, implementing, and evaluating

Canva-based learning activities. Students were also directly involved as research participants to capture their learning experiences, engagement, and creative responses to visual-based instructional media. Their inclusion was intended to provide a more balanced perspective and to enrich the findings beyond teacher perceptions alone.

Data were collected using multiple techniques to ensure validity and triangulation, including semi-structured interviews, systematic classroom observations, documentation, and simple quantitative support. Semi-structured interviews were conducted with teachers to explore their pedagogical understanding, instructional strategies, and reflections on the use of Canva in IRE learning. In addition, informal interviews and guided reflections were carried out with students to obtain data on their perceptions, interests, participation, and creative engagement during classroom activities.

Classroom observations were conducted systematically using a structured observation guide to maintain consistency across learning sessions. The observations focused on teacher–student interactions, the implementation of Canva-based worksheets (LKPD), student participation, and indicators of creativity such as imagination, idea expression, originality of responses, and active engagement. To improve the consistency and depth of observation data, observations were conducted repeatedly across several learning sessions and recorded in detailed field notes.

Documentation was also used to support and validate findings from interviews and observations. The documents analyzed included lesson plans, Canva-designed worksheets, students' learning products, and other visual learning media used in the classroom. These materials were examined to identify the forms of instructional innovation applied by teachers and the ways students expressed creativity through learning tasks.

To complement the qualitative findings, this study also incorporated limited quantitative data, such as student engagement checklists and frequency counts of creative responses shown during learning activities. These quantitative indicators were not intended for statistical generalization, but rather to strengthen interpretation and provide a more comprehensive and valid description of the influence of Canva-based learning on students' creativity and participation.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2020), which consists of data reduction, data display, and conclusion drawing or verification. The analysis process was carried out continuously from the initial stage of data collection to the final interpretation in order to ensure depth, consistency, and credibility of the findings. Through this methodological design, the study provides a richer and more valid understanding of the pedagogical

use of Canva in IRE learning and its implications for fostering student creativity at the elementary school level.

RESULTS AND DISCUSSION

A. Teacher and School Strategies for Enhancing PAI Learning Innovation

The use of Canva in Islamic Religious Education (PAI) learning at Cahaya Cendekia Elementary School reflects a strategic step in implementing digital innovation in the classroom. From interviews with PAI teachers, it was revealed that Canva is used not only for presenting material, but also as the main medium for compiling interactive and contextual Student Worksheets (LKPD). Teachers said that Canva is very helpful in presenting religious values in a more visual, attractive, and easily accepted way for elementary school students. Canva-based LKPD presents material on the pillars of faith, stories of prophets, and exercises in understanding values through coloring activities and visual narratives. This step has proven effective in stimulating students' interest in learning while strengthening their understanding of difficult material. This innovation arose from the need to provide child-friendly, contextual religious education that is in line with the visual and kinesthetic learning characteristics of students.

Table 1. Interview Results: PAI Teachers' Views on the Use of Canva in Learning

No	Informant	Use of Canva	Purpose of Use	Impact on Learning
1	Grade 1 PAI Teacher	Creating interactive worksheets	Attracting students' interest and visualization	Students are more enthusiastic when learning
2	Grade 2 PAI Teacher	Designing infographics	Facilitating understanding of abstract concepts	Students quickly grasp the essence of the lesson
3	Grade 3 PAI Teacher	Illustrated stories of prophets	Facilitating students with visual styles	Increasing participation in discussions
4	PAI Coordinator	Supervision and development	Standardizing learning media	More focused and creative learning

The results of the interviews above confirm that all teachers have a positive perception of Canva as an innovative learning tool. Teachers in grades 1 to 3 actively use Canva to develop teaching materials that are appropriate for the students' level of development. They agree that

presenting PAI material visually can enliven the classroom and increase student enthusiasm. The PAI coordinator also plays an active role in supporting this innovation by providing training and supervising content. In general, the use of Canva is systematic and involves all teaching elements that play a role in PAI learning at the school.

The interview results show that Canva has become part of the learning strategy used across all grade levels. Teachers utilize Canva in developing creative and contextual teaching materials. First-grade teachers focus on simple visualizations, while third-grade teachers begin to apply narratives and value reflections. The PAI coordinator also plays an active role in ensuring the quality and consistency of Canva's use. This means that Canva has become part of the school's learning approach that supports the transformation of religious teaching to be more meaningful, interesting, and contextual.

Teachers' strategies for utilizing Canva are not solely based on individual creativity, but are also influenced by institutional support. The availability of training and supervision from PAI coordinators has made the use of Canva part of the transformation of learning. This provides a solution for delivering PAI material that is often difficult to understand directly. Canva's visual display is able to connect values, aesthetics, and instructional effectiveness. With this approach, the learning process becomes more participatory and enjoyable. Teachers feel helped, students are more interested, and religious values can be transmitted more deeply.

In addition, the use of Canva also has a positive impact on the professional development of teachers. PAI teachers at Cahaya Cendekia Elementary School have become more active in exploring learning designs and integrating technology creatively. They not only use available templates, but also learn to develop visual content that is appropriate to the local context and Islamic values. Activities such as collaboration between teachers, sharing LKPD designs, and reflective sessions after learning have become part of a work culture that supports the improvement of teaching quality. Thus, the use of Canva not only has an impact on students but also encourages the continuous transformation of teacher competencies. This reinforces the view that learning innovation is not only a matter of tools, but also of educational processes and culture. Canva has become a bridge between religious values and pedagogical approaches that are in line with the times, while strengthening the relationship between teachers, students, and meaningful teaching content.

Although the use of Canva provides tangible benefits, teachers still face a number of challenges in integrating this medium into their teaching. One of the main obstacles mentioned by the three

teachers is the limited time available to design teaching materials. The process of creating worksheets or posters in Canva requires creativity and precision, which is not always possible amid busy teaching schedules. In addition, not all teachers have a strong background in design or digital literacy, so the process of learning to use Canva is often done independently. The second-grade PAI teacher also revealed that unstable internet connections were an obstacle when accessing Canva online. Although Canva provides an offline version, its features are limited. Therefore, even though Canva provides great opportunities for innovation, teachers still need technical training and more effective time management support to maximize its use in daily learning activities.

Based on the documentation collected during the research, it appears that the success of SD Cahaya Cendekia in significantly increasing its student enrollment over the past two years is inseparable from the innovation strategies it has implemented, particularly in PAI learning. One indicator of this success is the use of Canva as part of a creative and contextual approach to conveying religious values. The documentation traced includes various Canva-based visual products used in learning activities, such as da'wah posters, infographics on the pillars of faith, and aesthetically designed narratives of the prophets' stories. Not only that, the school also actively documents the learning process through photos of activities, student work, and publications on the school's social media. This strategy strengthens the image of SD Cahaya Cendekia as an educational institution that is not only oriented towards academic values, but also towards a creative and enjoyable character education approach.

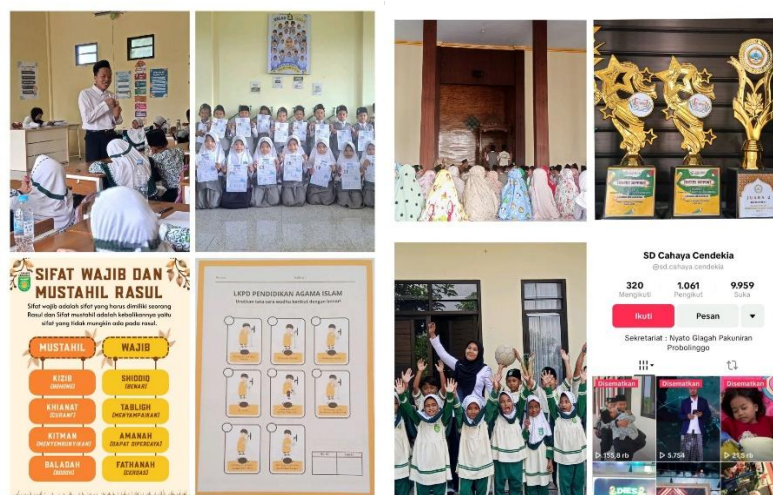


Figure 1. Documentation results during activities carried out at Cahaya Cendekia Elementary School

Based on the documentation collected during the research, it appears that the success of SD Cahaya Cendekia in significantly increasing its student enrollment over the past two years is inseparable from the consistent and focused implementation of innovative strategies, particularly in Islamic Religious Education (PAI) learning. One indicator of this success is the use of Canva as part of a creative and contextual approach to conveying religious values that are important for shaping students' character. The documentation traced includes various Canva-based visual products used in learning activities, such as da'wah posters, infographics on the pillars of faith, and aesthetically and communicatively designed narratives of the prophets' stories. Not only that, the school also actively documents the learning process through photos of activities, student work, and publications on the school's social media. This documentation shows that the learning strategy does not only focus on material content, but also on visualization and learning experiences that are interesting for students. This strategy reinforces the image of SD Cahaya Cendekia as an educational institution that is not only oriented towards academic values, but also prioritizes a creative, enjoyable, and relevant character education approach for children.

The collected documentation also shows that the visual strategy using Canva has become a special attraction for parents and the surrounding community. Many parents expressed their interest in the creative approach used by the school, especially because religious education is delivered in a more enjoyable, contextual, and psychologically appropriate manner for children. The school's social media also displays these learning outcomes as part of the school's innovative and transparent branding strategy. Posts such as student posters, coloring works, and learning videos also serve as a means of communication between the school and parents. This effort is not merely a form of promotion, but also a form of educational transparency and accountability that increases public trust in the institution. Parents feel more confident that their children are not only learning academically, but also gaining rich emotional and spiritual experiences through innovative and visually appealing approaches.

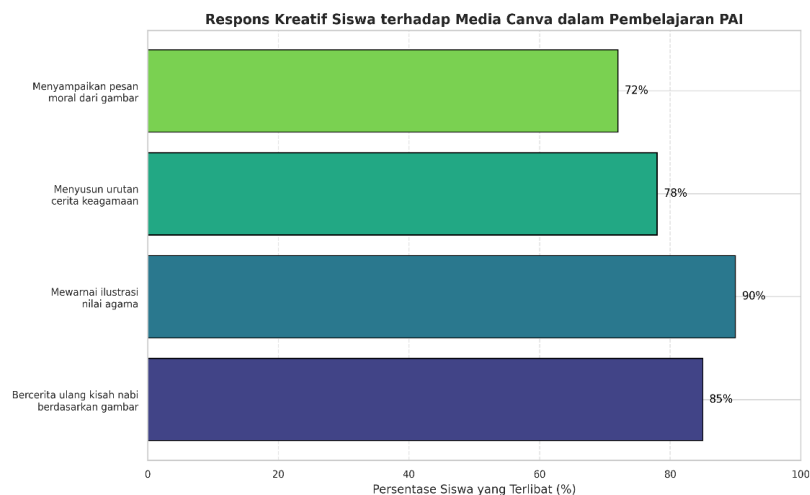
Thus, learning documentation through Canva shows consistency between pedagogical innovation and school identity strengthening strategies that are not temporary, but rather a sustainable work system. The integration of digital media in religious education is a significant differentiator from other schools that still use conventional approaches. This not only improves the quality of learning in terms of content and methods, but also provides added value in terms of the absorption capacity of new students, which continues to increase every year. Fun, visual, and value-based learning is able to respond to the challenges of today's education, which demands

flexibility, creativity, and relevance. This approach also meets the expectations of parents who want religious education that is not only normative but also down-to-earth and applicable. Therefore, Canva is not only a learning aid but has become part of a comprehensive school innovation system with a broad impact and a foundation for building the image of a progressive and humanistic educational institution.

The innovative strategies implemented by teachers are inseparable from the school's policy support in encouraging the use of digital media in learning. In addition, the school provides space and facilities for the development of teacher creativity, including in the use of Canva. The school provides access to computers, internet connections, and encouragement to participate in training or share good practices among teachers. The principal specifically encourages teachers to not only use conventional methods, but also to try visual media to increase the appeal of PAI learning. This is in line with the school's vision to become an institution that promotes technology-based Islamic education. The school's commitment is a key factor that enables teachers to apply Canva consistently. Without the support of school management, such innovative strategies would be difficult to sustain or develop to their full potential.

B. Student Creativity Grows through Visual Responses and Narrative Activities

PAI learning based on Canva implemented at Cahaya Cendekia Elementary School has shown a positive impact on the growth of student creativity, especially in responding to material visually and narratively. Based on observation results, second-grade students demonstrated the ability to interpret and convey religious messages through various non-digital activities. Although students were not directly involved in designing using Canva, they were able to interpret visual content presented by teachers in the form of stories, color illustrations of Islamic values, arrange sequences of events, and express moral messages through group discussions and short presentations. These activities show that creativity is not limited to digital results, but also to the process of interpretation and expression of students in responding to visual stimuli. Learning with Canva provides a wide space for expression, allowing students to develop their imagination and deep understanding of Islamic teachings through an approach that is fun and appropriate for children.



Graph 1. Results of observations of students' creative responses to Canva media in PAI learning

The results above show that almost all students showed active involvement in the creative learning process. The majority of students were very enthusiastic about coloring and retelling the stories of the prophets visualized through Canva. The high response of students to these activities shows that the visual media designed by the teacher successfully triggered participation and provided a more lively and meaningful learning experience. Student involvement in these visual activities also reflects the success of the contextual learning approach. Teachers did not only give instructions, but also created a collaborative classroom atmosphere and allowed students to interpret the material independently. For example, when students were asked to compile the storyline of the prophet's story based on illustrations, they were able to develop a coherent narrative and convey the moral message contained therein. This activity shows that students did not only memorize the material, but also understood religious values deeply through creative expression.

Students' creative responses to Canva-based learning show that their creativity develops through an enjoyable and reflective learning process. In this case, teachers act as facilitators who provide visual stimuli and guide students to express their understanding freely. This visual interaction not only builds cognition, but also develops empathy, value reflection, and narrative skills. This reinforces Canva's role as a medium that can foster learning that is not only informative, but also transformative. PAI learning at Cahaya Cendekia Elementary School through Canva is not only oriented towards the end result, but also emphasizes the students' thinking and creative processes. The results of this observation show that visual-based learning media can bridge children's learning needs with a fun approach. Canva acts as a bridge between religious values and children's concrete way of thinking, through communicative and attractive visual expressions.

Teachers also have the opportunity to evaluate students' understanding through narrative expressions, which rarely appear in conventional lecture methods. Thus, learning becomes more lively and meaningful for students.

In addition, this approach also encourages a more inclusive learning process. Students who were previously less active in verbal learning are now showing increased participation through visual media. Some students who are usually quiet have begun to express their ideas when asked to explain illustrations or convey the moral message of a prophet's story. This shows that Canva not only accommodates visual learning styles, but also opens up opportunities for each student to perform according to their individual abilities. Activities such as coloring, storyboarding, and group presentations provide an egalitarian space for expression, without excessive academic pressure. Teachers also find it easier to conduct formative assessments naturally by observing student interactions in these activities. Thus, Canva not only serves as a tool but also as a medium that unites learning objectives, student potential, and Islamic values into a holistic, contextual, and meaningful learning experience.

Although students have not used Canva directly, this medium has successfully supported a visual, enjoyable, and meaningful learning process. Through this medium, students find it easier to memorize and understand because they are guided by relevant images. Teachers also sometimes use posters as discussion materials in class. This means that Canva posters are not just decorations, but interactive media that support student understanding and active engagement. These findings show that teachers are not only users of media, but also adaptive and creative learning designers. School support, student response, and positive teacher reflection combine to strengthen the effectiveness of this strategy. Although challenges remain, especially in terms of technology and time, teacher commitment and school policy direction make Canva an important part of the transformation.

This study aims to explore the use of Canva as an innovative medium in Islamic Religious Education (IRE) learning at Cahaya Cendekia Elementary School, as well as its impact on student creativity. The findings indicate that the integration of Canva in the preparation of student worksheets can enliven the learning atmosphere and make IRE learning more visual and enjoyable. IR teachers utilize Canva's features to design teaching materials that suit the characteristics of elementary school students, especially those with visual and kinesthetic learning styles. These results are in line with findings that state that the use of Canva can increase the effectiveness of delivering digital-based religious material . Similar findings were also revealed in other studies

showing that learning strategies using Canva can significantly improve student learning outcomes (Rahayu, Hidayati, & Rozak, 2021; Sunarso & Herdianto, 2024). These findings reinforce the theory of creative pedagogy, which states that digital visual media can stimulate students' cognition and affect simultaneously. By combining visual aspects, aesthetics, and material relevance, teachers can create a contextual and inspiring learning environment.

From the documentation obtained, it appears that the PAI learning innovation strategy using Canva has also become part of the school's identity. The integration of Canva media not only functions as a teaching aid but also as a means of institutional branding. This reinforces the finding that digital strategies in religious education can increase school competitiveness and strengthen relationships with the community (Azman, Hamzah, & Baharudin, 2025). This strategy is in line with educational communication theory, which states that visual media innovation in learning has a positive impact on perceptions of educational institutions. In this context, Canva is not only a pedagogical instrument but also a promotional medium that conveys the school's vision and commitment to progressive education. Documentation of Canva-based activities is clear evidence that the institution is striving to align the quality of learning with community expectations of a modern education system.

In the context of student responses to Canva-based learning, this study found that student creativity grew through non-digital activities that were visual and narrative in nature. Although students did not use Canva directly, they were able to convey the material through storytelling, coloring, sequencing stories, and conveying moral messages from illustrations. These findings support research results stating that project-based visual media, such as Canva, can foster students' creativity, collaboration, and critical thinking skills. In addition, this approach also supports constructivism theory, which emphasizes the importance of students' active involvement in the learning process through contextual experiences. This process involves not only cognitive aspects but also emotional and social aspects, as students are given space to express themselves according to their experiences and perceptions of the religious values being taught. These findings are in line with research results showing that students respond positively to the use of Canva in religious education because it is considered capable of creating an interactive and enjoyable learning atmosphere, as well as strengthening their emotional and visual understanding of values (Delvia, Kustati, Amelia, Wahyuni, & Sartini, 2025; Hidayatullah, Nurussyifa, Sari, & Anbiya, 2024).

Causally, teachers use Canva because this application has a simple, flexible interface and a wealth of templates, making it easy to use without requiring advanced design skills. The availability

of internal training and support from PAI coordinators makes this strategy an institutional policy, not merely a personal initiative. This allows teachers to develop LKPDs that are more contextual, interesting, and tailored to students' learning needs. Canva's visual display helps students understand abstract concepts in a concrete and enjoyable way. This process also makes it easier for teachers to personalize teaching materials according to the topic being taught, while ensuring active student engagement in each learning session. Thus, the integration of teacher creativity, institutional support, and Canva's features are the main reasons for the success of this innovation in the field.

On the student side, creativity flourishes because of the space for expression provided in learning. Canva provides visual stimuli that encourage imagination and narrative interpretation. Students do not only see images as illustrations, but as a gateway to building stories, conveying moral values, and reflecting on the meaning of religious teachings. Teachers act as facilitators who open up space for discussion and reflection. This interaction makes the learning process more lively and meaningful, and encourages the internalization of Islamic values through an approach that is appropriate for children. Such a learning environment becomes fertile ground for the development of creativity, because students are not forced to answer right or wrong, but are invited to think, feel, and express values in a form that is appropriate to their world.

Documentation showing the use of Canva as part of the school's branding strategy also demonstrates how digital media can be utilized to support institutional growth. The use of Canva in religious teaching materials, activity publications, and learning presentations makes the school appear as a progressive institution that is adaptive to the digital era. This strategy responds to the needs of the community who want religious education that is contextual, creative, and enjoyable. Thus, Canva-based learning innovations contribute not only to improving the quality of PAI learning, but also to strengthening the image and competitiveness of basic education institutions. In a broader framework, this strategy represents a digital transformation in education that is not only technical, but also strategic and ideological, positioning technology as a means of strengthening the school's values and identity.

Despite the positive findings, this study may be further strengthened by placing greater emphasis on student-centered learning processes and on more measurable indicators of creativity outcomes. Future research should pay closer attention to how students actively construct meaning, respond to visual stimuli, and demonstrate creativity through observable products and performances during learning activities. In addition, a more balanced exploration of both teacher

and student perspectives would provide a richer understanding of how Canva-based learning is experienced in practice. Attention should also be given to technological barriers, such as limited digital skills, unstable internet access, and time constraints in preparing learning media, as these factors may influence the effectiveness of implementation. Furthermore, investigating the long-term impact of Canva on students' creativity development and comparing its effectiveness with other digital learning tools would offer a more comprehensive understanding of its pedagogical value in Islamic Religious Education learning.

CONCLUSION

This study shows that the use of Canva in Islamic Education learning at Cahaya Cendekia Elementary School has a positive impact on increasing student creativity through visual responses and narrative activities. Although students are not directly involved in designing, they actively interpret illustrations, compose stories, and express religious values expressively. This approach supports early childhood learning styles and the process of internalizing Islamic values in a communicative and aesthetic manner. Theoretically, these findings reinforce creative pedagogy and constructivism approaches, and show that Canva is not only an auxiliary medium, but also part of a more adaptive and engaging transformation of PAI learning.

However, this study has limitations in terms of school scope, student age, and facilities that do not yet allow students to use Canva independently. In addition, the qualitative method used is not intended for generalization. It is recommended that further research involve students directly in the design process, expand the research location, and consider a mixed approach for more in-depth results.

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