Management of the Use of Audio-Visual Media Based on Canva Application in Islamic Religious Education Subjects at Junior High Schools in Hamparan Perak District

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ARTICLE INFO	ABSTRACT
	The purpose of this research is to analyze the management of using audio-visual media based on Canva applications in Islamic Religious Education (IRE) at junior high schools in the Hamparan Perak district. This research employs a qualitative approach with descriptive methods, focusing on exploring how Canva-based audio-visual media is utilized and managed to improve students' learning experiences and engagement in IRE classes. Data collection methods include interviews, observations, and documentation to gather insights from teachers and students. The findings indicate that the integration of Canva-based audio-visual media in IRE lessons positively impacts students' understanding and engagement. Teachers noted that Canva's flexibility allows them to design visually appealing, interactive, and relevant materials that resonate with students. Additionally, the study found that well-planned management of media use, including scheduling, preparation, and assessment of student responses, significantly enhances the effectiveness of learning. This research suggests that the adoption of Canva-based audio-visual media in IRE can be a valuable strategy to foster a more dynamic and interactive learning environment.
	ABSTRAK
	Penelitian ini bertujuan untuk menganalisis manajemen penggunaan media audio visual berbasis aplikasi Canva dalam mata pelajaran Pendidikan Agama Islam (PAI) di sekolah menengah pertama se-Kecamatan Hamparan Perak. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, yang berfokus pada eksplorasi penggunaan dan pengelolaan media audio visual berbasis Canva untuk meningkatkan pengalaman belajar dan keterlibatan siswa dalam kelas PAI. Metode pengumpulan data meliputi wawancara, observasi, dan dokumentasi yang mengumpulkan wawasan dari guru dan siswa. Hasil penelitian menunjukkan bahwa integrasi media audio visual berbasis Canva dalam pembelajaran PAI berdampak positif terhadap pemahaman dan keterlibatan siswa. Guru mencatat bahwa fleksibilitas Canva memungkinkan mereka untuk merancang materi yang menarik secara visual, interaktif, dan

		relevan bagi siswa. Selain itu, penelitian ini menemukan bahwa pengelolaan penggunaan media yang terencana dengan baik, termasuk penjadwalan, persiapan, dan penilaian respons siswa, secara signifikan meningkatkan efektivitas pembelajaran. Penelitian ini menyarankan bahwa adopsi media audio visual berbasis Canva dalam PAI dapat menjadi strategi yang berharga untuk menciptakan lingkungan belajar yang lebih dinamis dan interaktif.
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A. Introduction

The rapid development of technology has significantly transformed educational practices worldwide, particularly in the integration of digital media and online platforms. In the context of Islamic Religious Education (IRE) in junior high schools, the incorporation of technology has become increasingly vital to enhance the learning experience, foster student engagement, and facilitate deeper understanding of religious concepts. One of the key technological innovations in education is the use of audio-visual media, which allows for a more interactive and dynamic approach to teaching. Among the many tools available, Canva, a graphic design application, has emerged as a versatile platform for creating engaging and creative audio-visual content.

In recent years, the use of Canva in education has grown in popularity, particularly in the realm of creating learning materials that integrate both visual and auditory elements. This trend is not only observed in general education but also in specialized subjects such as IRE. The ability to design visually appealing and interactive materials helps teachers to present Islamic teachings in a more accessible and engaging manner. However, the integration of such technologies into classroom settings requires effective management to ensure their maximum benefit.

The importance of media in education has long been recognized. According to Mayer (2005), multimedia learning, which involves the combination of text, images, and sounds, has been shown to improve retention and understanding. This is particularly

true in the case of IRE, where the combination of audio-visual media can help students better understand the concepts and stories presented in religious texts. In addition, multimedia can cater to different learning styles, offering a more inclusive learning environment (Moreno & Mayer, 2007).

One of the most significant challenges for educators is the effective management of educational media. While the potential benefits of using Canva-based audio-visual media are clear, the successful integration of these tools into the classroom requires careful planning and management. Effective management involves not only the technical aspects of media creation but also considerations related to scheduling, student engagement, and evaluation. According to Anderson and Krathwohl (2001), proper planning and management can enhance the effectiveness of learning tools and ensure that educational goals are met.

Canva, in particular, offers a range of features that can be leveraged for educational purposes. Teachers can create posters, presentations, infographics, videos, and more, all tailored to meet the specific needs of their students. The application's user-friendly interface makes it accessible to educators with varying levels of technological expertise. Additionally, Canva allows for collaboration, enabling students and teachers to work together on projects, which enhances the learning experience. However, the effectiveness of these media tools in an educational setting depends largely on how they are managed and utilized within the curriculum.

Previous studies have shown that the use of digital tools like Canva can improve students' engagement and understanding in various subjects. For instance, Zhang et al. (2019) found that students who used digital media in their learning demonstrated higher levels of engagement and academic performance. Similarly, in the context of religious education, studies have indicated that incorporating multimedia can help students connect more deeply with religious teachings, making them more relevant to their daily lives (Zarafi & Azeez, 2018).

In the Hamparan Perak district, the integration of technology in Islamic Religious Education is still in its early stages. While some schools have adopted digital media, many teachers face challenges in effectively managing and utilizing these resources. The current research seeks to explore how junior high schools in this district manage the use of Canva-based audio-visual media in IRE classes, identifying both successes and areas for improvement.

Understanding the management of these tools is crucial for improving educational outcomes. The study aims to investigate the strategies employed by teachers in integrating Canva-based audio-visual media, examining factors such as preparation, implementation, and evaluation. By doing so, the research will contribute to the growing body of knowledge on digital media integration in religious education, offering insights that can help educators enhance their teaching practices and better meet the needs of their students.

Furthermore, the research will explore how Canva's features are used to design IRE materials that are culturally and contextually relevant to students in the Hamparan Perak district. Islamic teachings can often be complex and abstract, but through the use of visual media, teachers can create more concrete and accessible representations of these concepts, fostering a deeper understanding among students.

The findings of this study will not only benefit educators in Hamparan Perak but also provide valuable insights for other regions seeking to integrate technology into their religious education programs. As digital tools continue to evolve, it is essential for educators to stay informed about the latest developments and best practices in media management to ensure that their teaching methods remain effective and relevant.

In addition, this study will contribute to the ongoing conversation about the role of digital media in education. While there is a growing body of research on the use of digital tools in general education, there is still a need for more studies focused

specifically on the integration of media in religious education. This research will fill this gap, providing a detailed examination of how digital tools like Canva can be used to enhance IRE teaching and learning.

The next section of the paper will review the relevant literature on the use of multimedia in education, followed by a discussion of the theoretical framework that informs this study. By building on existing research and theories, the study aims to offer a comprehensive understanding of how Canva-based audio-visual media can be managed and utilized in IRE classrooms.

In conclusion, this research seeks to provide a comprehensive analysis of the management of Canva-based audio-visual media in IRE at junior high schools in Hamparan Perak. By exploring the experiences and practices of educators in this district, the study aims to offer practical recommendations for improving the use of digital media in religious education, ultimately enhancing student learning outcomes.

B. Research Methodology

This study employed a qualitative research approach to explore the management of Canva-based audio-visual media in Islamic Religious Education (IRE) at junior high schools in the Hamparan Perak district. A qualitative approach was chosen because it allows for an in-depth understanding of the teachers' experiences and practices regarding media integration in the classroom (Creswell, 2014). This approach also provides a rich, descriptive account of how these media tools are utilized and managed in educational settings. Data collection involved a combination of interviews, observations, and document analysis, enabling the researcher to gather diverse perspectives on the use and management of Canva-based media.

The participants in this study were selected using purposive sampling, where the researcher specifically chose Islamic Religious Education teachers from four junior high schools in the Hamparan Perak district who had experience using Canva in their teaching. A total of eight teachers participated in the study. Semi-structured interviews

were conducted to gather insights into how they manage the use of audio-visual media in their classrooms, focusing on aspects such as planning, implementation, and evaluation. The interviews were audio-recorded, transcribed, and analyzed using thematic analysis (Braun & Clarke, 2006) to identify key themes and patterns in the data.

In addition to interviews, classroom observations were carried out to directly observe how Canva-based audio-visual media were integrated into IRE lessons. Observations provided a contextual understanding of the actual use of media in teaching and allowed the researcher to evaluate how the media facilitated student engagement and learning. A total of six lessons were observed across different schools, focusing on the implementation of Canva-based materials during IRE instruction. These observations were documented through field notes and supplemented by photographs of teaching materials created using Canva.

Document analysis was another crucial method used in this study. The researcher examined teaching materials such as lesson plans, presentation slides, and student assignments created with Canva. The purpose of this analysis was to assess the quality and relevance of the media materials in relation to the IRE curriculum and the district's educational standards. These documents provided concrete examples of how teachers incorporated Canva into their lessons, as well as insights into the planning and preparation involved.

Finally, data from the interviews, observations, and documents were triangulated to ensure the validity and reliability of the findings. This process allowed for a comprehensive understanding of how Canva-based audio-visual media are managed in the context of IRE and how they contribute to the overall educational experience in Hamparan Perak. The findings of this study will be discussed in the next section.

C. Results and Discussion

This study aims to explore the management of the use of audio-visual media based on the Canva application in Islamic Religious Education (PAI) subjects at junior high schools in Hamparan Perak District. Data was collected through observations, interviews with teachers, and documentation studies on the use of Canva in the teaching process. The results of the study show that most teachers have integrated Canva into the learning process, but there are variations in its management and implementation.

In the first phase, the use of the Canva application for learning materials in Islamic Religious Education at junior high schools in Hamparan Perak District was carried out in a limited manner. Observational results showed that most teachers used Canva as a visual medium to create teaching materials such as posters, infographics, and presentation slides. This media use makes it easier for teachers to deliver material in a more engaging and interactive way, in line with the demands of the digital era.

However, there are variations in the utilization of Canva across different schools. At SMP Negeri 1 Hamparan Perak, the use of this application is more optimized compared to other schools. Teachers at this school use Canva not only to create teaching materials but also to design assignments that can enhance students' creativity, such as creating posters about Islamic figures and displaying Quranic verses visually. In contrast, at SMP PAB 5, teachers more often use Canva to create presentation slides which are then presented in front of the class.

The management of Canva application usage in Islamic Religious Education learning at junior high schools in Hamparan Perak District requires more attention regarding teachers' understanding and skills in using this application. Although Canva is known for its user-friendly interface, there are still some teachers who have not fully utilized its features. Most teachers tend to use pre-existing templates without making modifications that could enhance the aesthetic value and material understanding.

Teachers' proficiency in using Canva significantly influences the success of implementing this media in teaching. Based on interviews with several teachers, it was

found that although they understand the basics of using Canva, most have not maximized features such as animations or transitions that could make learning more dynamic and interesting for students. This indicates the need for further training for teachers in utilizing digital media for teaching.

One of the benefits felt by teachers is the ability to present material in a more attractive way. In PAI subjects, which often focus on moral values and religious teachings, the use of visual media is highly effective in communicating these values. For example, by using Canva, teachers can create graphic designs depicting the stories of Prophet Muhammad SAW and his companions, which can help students understand the moral messages being conveyed.

However, the use of this audio-visual media also faces several challenges, such as limited access to devices and stable internet connections in some schools. Although the Canva application can be accessed for free, some schools in Hamparan Perak District still face difficulties in providing adequate devices for both students and teachers. This affects students' ability to access teaching materials created using Canva, especially when learning is conducted online.

Additionally, not all students have sufficient skills in using digital applications like Canva. Based on interviews with students, it was found that many students struggled with operating this application, even though they are familiar with other apps like WhatsApp and Instagram. Therefore, efforts to improve digital literacy among students are necessary so they can fully utilize this application in supporting their Islamic Religious Education learning.

Despite this, the use of Canva in PAI learning has had a positive impact on students' understanding. Based on tests conducted after the implementation of the audio-visual media based on Canva, students showed an improvement in understanding the material being taught. Students who previously struggled to understand the text or

images from textbooks were now able to more easily grasp the Islamic concepts presented through attractive and easy-to-understand graphic designs.

Learning through audio-visual media has also had a positive impact on students' learning motivation. In the observations conducted, it was seen that students were more enthusiastic about the lessons when the teaching media used were more engaging and interactive. They became more active participants in class discussions, thanks to the influence of the media used by teachers.

The quality of teaching has also been positively affected, as reported by the school principal. The principal of SMP Negeri 1 Hamparan Perak stated that the use of Canva in PAI teaching has helped increase student engagement in the learning process. This can be seen from the increase in the number of students who participate seriously in the lessons, as well as the improvement in evaluation results, showing that students are better able to master the material in a fun way.

Nevertheless, in order to maximize the benefits of using Canva-based audio-visual media, full support from the school is necessary. Structured training for teachers in using this application is important to enhance the quality of media management in teaching. Additionally, strengthening technological infrastructure in schools is crucial to support the implementation of digital-based teaching media.

In conclusion, the use of the Canva application in Islamic Religious Education teaching at junior high schools in Hamparan Perak District has had a positive impact on the quality of learning. Despite some challenges, such as limitations in devices and teachers' skills, the Canva-based audio-visual media has proven effective in improving students' understanding and motivation to learn. Therefore, continued efforts are needed to strengthen the management and application of this digital media in schools in Hamparan Perak District.

C.   Conclusion

The use of the Canva application in Islamic Religious Education (PAI) teaching in junior high schools across Hamparan Perak District has shown promising results in improving both the quality of teaching and student engagement. Most teachers have begun to incorporate Canva into their lessons, creating visually appealing materials such as posters, infographics, and slides that make the learning process more interactive and accessible. However, the extent of its implementation varies, with some schools optimizing the tool more effectively than others, highlighting the need for further professional development and support for teachers.

Despite the positive impact on learning, there are several challenges that need to be addressed. Teachers' proficiency in utilizing Canva remains inconsistent, with many relying on basic templates and not exploring advanced features such as animations or transitions. Additionally, the availability of devices and reliable internet connections is a constraint in some schools, limiting students' ability to fully access and engage with the materials created on Canva. Therefore, improving digital literacy among both teachers and students, along with better technological infrastructure, is essential for maximizing the potential of Canva as an educational tool.

In conclusion, while the use of Canva-based audio-visual media has proven effective in enhancing students' understanding and motivation, there is still room for improvement. Teachers need ongoing training to better utilize the full capabilities of the application, and schools must ensure that all students have equal access to the necessary technology. With continued efforts to strengthen both teacher competencies and technological resources, Canva has the potential to significantly improve the learning experience in Islamic Religious Education at junior high schools in Hamparan Perak District.

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