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THE EFFECT OF INTENSITY OF CANVA APPLICATION USE IN PAI LEARNING ON STUDENTS' MOTIVATION AND LEARNING OUTCOMES

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Abstract
This research was motivated by the low motivation and learning outcomes of students in Islamic Religious Education (PAI) subjects at SDN 02 Lubuk Keliat. The learning process was still dominated by conventional methods, and the use of digital media, especially the Canva application, had not been implemented optimally and consistently. This study aimed to determine the intensity of Canva application usage in PAI learning, identify the level of students' motivation and learning outcomes, and examine the effect of the intensity of Canva application usage on students' motivation and learning outcomes. This study used a quantitative approach with a causal associative research design. The population consisted of all sixth-grade students at SDN 02 Lubuk Keliat, totaling 40 students, using a saturated sampling technique. Data were collected through questionnaires, learning outcome tests, and documentation. Data analysis employed normality tests, linearity tests, and simple linear regression analysis using SPSS. The results showed that the intensity of Canva application usage had a significant effect on students' learning motivation with a significance value of 0.049 < 0.05. However, the intensity of Canva application usage did not have a significant effect on students' learning outcomes with a significance value of 0.312 > 0.05. Therefore, it can be concluded that the use of the Canva application in PAI learning was able to increase students' learning motivation, but had not significantly affected students' learning outcomes.

INTRODUCTION

The development of information technology has brought changes to the world of education, including the teaching and learning process of Islamic Religious Education (PAI). Teachers are required to be more creative and innovative in utilizing learning media to make the learning process more engaging and effective (Astuti *et al.*, 2023; Raniyah *et al.*, 2024). In line with Law Number 20 of 2003 concerning the National Education System, education aims to develop the

potential of students to become people who are faithful, pious, creative, independent and responsible (Tatia *et al.*, 2025).

Self-motivation to learn is a crucial factor in the success of the learning process. Learning motivation is the internal and external drive within students that fosters enthusiasm for learning. Students with high learning motivation strive to achieve the best possible results. High learning motivation encourages students to be more active and engaged in learning, thus improving learning outcomes. Students with low motivation tend to be passive and easily bored. Therefore, teachers need to create a learning environment that fosters student motivation through engaging and relevant approaches. One way to achieve this is by using digital learning tools like Canva, which can present Islamic Religious Education (PAI) material in a more creative and interactive manner (Idhar *et al.*, 2025).

One digital medium that is now increasingly used in education is Canva. Canva is an online design application that provides various templates that can be used to create learning materials such as presentations, posters, infographics, and instructional videos (Martina et al., 2019; Paling et al., 2019; Widiastari & Puspita, 2024; A. Yolanda et al., 2024). Canva can help teachers make learning more engaging and interactive. This can make students more actively involved in the learning process, thereby increasing their motivation to learn. With increased motivation to learn, it is hoped that student learning outcomes will also improve and be optimal. Furthermore, digital media also makes it easier for students to understand the material because it can be presented in visual, audio, or video formats (Hidayat *et al.*, 2025; Refta & Habibi, 2023).

Based on initial observations conducted on January 23, 2026, at SDN 02 Lubuk Keliat, it was discovered that Islamic Religious Education (PAI) teachers had been using the Canva application in the learning process. Canva was not only used as a presentation medium, but also utilized Artificial Intelligence (AI)-based features, such as Magic Write, to help organize learning materials, create summaries, and design presentation content to be faster, more engaging, and interactive. However, the intensity of Canva's use in learning was still relatively low, with only 2–3 uses per month. Of the four Islamic Religious Education (PAI) teachers interviewed, only two teachers regularly used Canva as a learning medium, while the other two teachers still preferred conventional methods, such as textbooks and whiteboards. This low intensity of Canva use was caused by several obstacles, including limited time in preparing learning media and teachers' lack of ability to operate the Canva application optimally. This is despite the school having adequate supporting facilities, such as TVs or digital learning screens and a stable Wi-Fi network. In addition, based on information from Islamic Religious Education teachers, the learning outcomes of some

students in Islamic Religious Education subjects are still not optimal, which can be seen from the fact that there are still several students who get scores below the Minimum Completion Criteria (KKM).

On the other hand, students who have participated in learning using Canva-based media have responded positively. They feel more enthusiastic and engaged in learning because the material is presented in an attractive, colorful manner, and is complemented by images and illustrations relevant to the learning material. Students also reported that it is easier to understand Islamic Religious Education (PAI) material when teachers use Canva in delivering it. This suggests that the use of Canva in Islamic Religious Education (PAI) learning has the potential to improve student motivation and learning outcomes. Therefore, further research is needed to examine the effect of the intensity of Canva application use in Islamic Religious Education (PAI) learning on student motivation and learning outcomes at SDN 02 Lubuk Keliat.

The intensity of learning media use indicates how frequently and consistently a medium is used in the learning process. In this study, the intensity of Canva use relates to the frequency with which teachers use the Canva application to deliver Islamic Religious Education (PAI) learning materials. Intensity of use is important because regular and continuous use of learning media can help students become more accustomed to engaging, interactive, and visual-based learning. Conversely, the limited use of Canva, approximately 2–3 times per month, indicates that the use of digital media in Islamic Religious Education (PAI) learning has not been consistent. This condition results in students not gaining continuous digital-based learning experiences. In fact, more intensive use of learning media can increase student engagement, learning motivation, and help students better understand the learning material.

Previous research conducted by Sholikhah & Irma Soraya, (2025), discussed the use of Canva as a learning medium to enhance student creativity and motivation. However, this study did not specifically examine the relationship between the intensity of Canva use and student motivation and learning outcomes in Islamic Religious Education at the elementary school level. Therefore, further research is needed on the effect of the intensity of Canva application use in Islamic Religious Education learning on student motivation and learning outcomes at SDN 02 Lubuk Keliat.

This research is important to determine the effect of the intensity of Canva application use on student motivation and learning outcomes in Islamic Religious Education (ISE). Furthermore, this study is expected to serve as a reference for teachers in utilizing digital learning media to

create a more engaging, interactive, and effective learning process. Based on this description, the researcher is interested in conducting a study entitled "The Effect of Intensity of Canva Application Use in Islamic Religious Education (ISE) Learning on Student Motivation and Learning Outcomes."

RESEARCH METHODS

This research was conducted at SDN 02 Lubuk Keliat, with 40 sixth-grade students as respondents. Data on student learning motivation was collected through a questionnaire using a Likert scale. Meanwhile, data on student learning outcomes were collected through a descriptive test instrument. The learning motivation questionnaire was distributed before using the Canva application on February 24, 2026, while the learning outcome test was administered on February 25, 2026. The learning motivation questionnaire after using the Canva application and the questionnaire on perceptions of Canva's use in learning were distributed on March 2, 2026.

This research used a quantitative approach. This approach was chosen because it aims to examine the relationships and influences between research variables through the collection of numerical data analyzed using statistical techniques (Sugiyono, 2013). This approach was used to obtain objective, measurable, and systematic data to determine the effect of Canva application usage intensity on student motivation and learning outcomes in Islamic Religious Education (PAI). The type of research used was causal associative research. Causal associative research aims to determine the relationship and causal influence between two or more variables using quantitative data and statistical analysis (Irianto & Rachman, 2023). The research design used was ex post facto. Ex post facto research is conducted to examine events or conditions that have already occurred, then explore the factors suspected to have caused or influenced the event without directly treating the variables being studied (Aprilia *et al.*, 2025).

The sampling technique used in this study was Saturated Sampling (Total Sampling), which is a sampling technique that uses all students as the research sample. This technique is generally applied when the population is relatively small, namely less than 30 people, or when the research aims to produce generalizations with a very low error rate (Setyawan *et al.*, 2021; Sugiyono, 2013; T. Yolanda, 2024).

Instrument Type: Student learning motivation was measured using a Likert scale questionnaire, while learning outcomes were measured using a descriptive test on the subject of Islamic Religious Education (PAI) with the topic "The Beauty of God's Decree." Validity testing was conducted using the Corrected Item–Total Correlation test with the help of the IBM SPSS Statistics program. Each statement item was declared valid if it had a Corrected Item–Total Correlation value

≥ 0.30 (Suryani & Hendryadi, 2016). The reliability of the instrument was tested using the Cronbach's Alpha coefficient with the help of the IBM SPSS Statistics program. The instrument is declared reliable if it has a Cronbach's Alpha value ≥ 0.60 (Ristianti & Fathurrochman, 2020).

Descriptive statistical analysis was used to describe the research data obtained from the learning motivation questionnaire, the Canva usage intensity questionnaire, and the results of student learning tests. This analysis was conducted by calculating the average (mean), median, mode, maximum value, minimum value, and percentage of the data to provide an overview of the condition of the research variables.

Analysis prerequisite tests, including normality tests and linearity tests:

a. Normality Test

The normality test aims to determine whether research data is normally distributed. In this study, the normality test was conducted using the Shapiro-Wilk test in SPSS. Data are considered normally distributed if the significance value (Sig.) is > 0.05 (Supriadi, 2021).

b. Linearity test

The linearity test aims to determine whether the relationship between the independent and dependent variables is linear. The linearity test is performed by examining the Deviation from Linearity value in the SPSS output using the ANOVA linearity test (Supriadi, 2021).

Decision-making criteria:

If the Sig. value is > 0.05, the relationship between the variables is linear.

If the Sig. value is ≤ 0.05, the relationship between the variables is non-linear.

Hypothesis testing was conducted to determine the effect of Canva application usage intensity on student motivation and learning outcomes in Islamic Religious Education (PAI) learning. The analysis technique used was simple linear regression analysis with the help of IBM SPSS Statistics (Rambe et al., 2025).

Basis for decision making:

If the significance value is <0.05, then there is an influence of variable X on variable Y.

If the significance value is >0.05, then there is no influence of variable X on variable Y. The R Square value in the Model Summary table is used to determine the magnitude of

the contribution of the independent variable to the dependent variable (Hajarisman & Herlina, 2022).

RESULTS AND DISCUSSION

Research Instrument Test Results

The data obtained were then analyzed using descriptive statistics with the help of IBM SPSS Statistics. Descriptive analysis was conducted to determine the minimum, maximum, mean (average), median, mode, and standard deviation values for each research variable. Furthermore, the data were presented in frequency distribution tables and percentages to facilitate understanding of the research variables. The description of each research variable is as follows:

1. Canva Application Usage Intensity Questionnaire Data

Data on the intensity of Canva application usage in Islamic Religious Education (PAI) learning was obtained through a questionnaire distributed to sixth-grade students at SDN 02 Lubuk Keliat, who served as research respondents. The summary of respondents' answers to the Canva application usage intensity questionnaire can be seen in the following table.

Table 1. Summary of Respondents' Answers to the Canva Application Usage Intensity Questionnaire

Likert Scale Description:

SS = Strongly Agree (5), S = Agree (4), N = Neutral (3), TS = Disagree (2), STS = Strongly Disagree (1)

No.	Class Students VI A	SS	S	N	TS	STS
1.	Abilal Hakim	8	7	1		4
2.	AFIFAH AZZAHRA	4	7	4	3	2
3.	AHmad Chrisna	1	10	5	4	
4.	AL-FA'IQ SYAMRI	6	7	4	1	2
5.	Alendra	5	4	8	1	2
6.	Alfondha Carfathia	10	5	1	4	
7.	Amelliya	5	5	4	2	4
8.	AQILA KHANZA	2	4	7	6	1
9.	Aqmal Haqiki	5	5	8	1	1
10.	Bettrysia Chalista	3	6	5	1	5
11.	Dafi Al-Faruq	9	6	2	3	
12.	Denis Pratama	3	8	4	5	
13.	DESTIANA	9	5	1	5	
14.	ENDANG PARWATI	10	4	4	1	1
15.	Enggalika	7	7	5	1	
16.	Hari Imron	3	10	4	2	1
17.	Heryadi Ibnu Slamat	1	7	6	5	1

No.	Class Students VI A	SS	S	N	TS	STS
18.	Indah Qurnia	4	4	5	7	
19.	Sinta	7	5	2	5	1
20.	Wiranto Adi Bekti	4	5	2	5	4

No.	Class Students VI B	SS	S	N	TS	STS
1.	ASRIL ADITIA	7	6	5	1	1
2.	INDRIE AQILA AZZAHRA	8	5	3	1	3
3.	JUMADIL FAREZ	9	8	1	1	1
4.	KALILA SALSABILAH	8	6	3	2	1
5.	KARIN	9	6	3	2	
6.	LARASATI	12	4	1	3	
7.	MARDALENA	9	5	3	2	1
8.	MARDALENI	9	5	3	3	
9.	MEYSHA AQILLA	8	5	6		1
10.	MUHAMMAD ABIL	10	4	5	1	
11.	MUHAMMAD AJI ZAIT	12	4	2	2	
12.	MUHAMMAD DENI	9	5		6	
13.	MUHAMMAD IMAM AL-FAQIH	11	5	3	1	
14.	NAJWA PERMATA	10	4	4	1	1
15.	NAURAH SHAKILA	17	1	2		
16.	NOVA YUDIKA PUTRA	9	3	4	2	2
17.	RAFI SULAIMAN	15	1	1	2	1
18.	RAHMAD KURNIAWAN	10	4	6		
19.	SAFIRAH	10	5	5		
20.	ZAAHIRAH FEBRIA AQILLAH	11	9			

Table 2. Per Student Score

Formula for calculating student scores: skor total= (SS×5) + (S×4) + (N×3) + (TS×2) + (STS×1)

No.	Class Students VI A	Score	Total
1	Abilal Hakim	SS:8, S:7, N:1, TS:0, STS:4 (8×5)+(7×4)+(1×3)+(0×2)+(4×1) =40+28+3+0+4	75
2	AFIFAH AZZAHRA	SS:4, S:7, N:4, TS:3, STS:2 (4×5)+(7×4)+(4×3)+(3×2)+(1×2) =20+28+12+6+2	68
3	AHmad Chrisna	SS:1, S:10, N:5, TS:4, STS:0 (1×5)+(10×4)+(5×3)+(4×2)+(0×1) =5+40+15+8+0	68
4	AL-FA'IQ SYAMRI	SS:6, S:7, N:4, TS:1, STS:2 (6×5)+(7×4)+(4×3)+(1×2)+(2×1) =30+28+12+2+2	74

No.	Class Students VI A	Score	Total
5	Alendra	SS:5, S:4, N:8, TS:1, STS:2 (5×5)+(4×4)+(8×3)+(1×2)+(2×1) =25+16+24+2+2	69
6	Alfondha Carfathia	SS:10, S:5, N:1, TS:4, STS:0 (10×5)+(5×4)+(1×3)+(4×2)+(0×1) =50+20+3+8+0	81
7	Amelliya	SS:5, S:5, N:4, TS:2, STS:4 (5×5)+(5×4)+(4×3)+(2×2)+(4×1) =25+20+12+4+4	65
8	AQILA KHANZA	SS:2, S:4, N:7, TS:6, STS:1 (2×5)+(4×4)+(7×3)+(6×2)+(1×1) =10+16+21+12+1	60
9	Aqmal Haqiki	SS:5, S:5, N:8, TS:1, STS:1 (5×5)+(5×4)+(8×3)+(1×2)+(1×1) =25+20+24+2+1	72
10	Bettrysia Chalista	SS:3, S:6, N:5, TS:1, STS:4 (3×5)+(6×4)+(5×3)+(1×2)+(5×1) =15+24+15+2+5	61
11	Dafi Al-Faruq	SS:9, S:6, N:2, TS:3, STS:0 (9×5)+(6×4)+(2×3)+(3×2)+(0×1) =45+24+6+6+0	81
12	Denis Pratama	SS:3, S:8, N:4, TS:5, STS:0 (3×5)+(8×4)+(4×3)+(5×2) =15+32+12+10	69
13	DESTIANA	SS:9, S:5, N:1, TS:5, STS:0 (9×5)+(5×4)+(1×3)+(5×2)+(0×1) =45+20+3+10+0	78
14	ENDANG PARWATI	SS:10, S:4, N:4, TS:1, STS:1 (10×5)+(4×4)+(4×3)+(1×2)+(1×1) =50+16+12+2+1	81
15	Enggalika	SS:7, S:7, N:5, TS:1, STS:0 (7×5)+(7×4)+(5×3)+(1×2)+(0×1) =35+28+15+2+0	80
16	Hari Imron	SS:3, S:10, N:4, TS:2, STS:1 (3×5)+(10×4)+(4×3)+(2×2)+(1×1) =15+40+12+4+1	72
17	Heryadi Ibnu Slamat	SS:1, S:7, N:6, TS:5, STS:1 (1×5)+(7×4)+(6×3)+(5×2)+(1×1) =5+28+18+10+1	62
18	Indah Qurnia	SS:4, S:4, N:5, TS:7, STS:0 (4×5)+(4×4)+(5×3)+(7×2)+(0×1) =20+16+15+14+0	65
19	Sinta	SS:7, S:5, N:2, TS:5, STS:1 (7×5)+(5×4)+(2×3)+(5×2)+(1×1) =35+20+6+10+1	72
20	Wiranto Adi Bekti	SS:4, S:5, N:2, TS:5, STS:4 (4×5)+(5×4)+(2×3)+(5×2)+(4×1) =20+20+6+10+4	60

No.	Class Students VI B	Score	Total
1	ASRIL ADITIA	SS:7, S:6, N:5, TS:1, STS:1 (7×5)+(6×4)+(5×3)+(1×2)+(1×1) =35+24+15+2+1	77
2	INDRIE AQILA AZZAHRA	SS:8, S:5, N:3, TS:1, STS:3 (8×5)+(5×4)+(3×3)+(1×2)+(3×1) =40+20+9+2+3	74
3	JUMADIL FAREZ	SS:9, S:8, N:1, TS:1, STS:1 (9×5)+(8×4)+(1×3)+(1×2)+(1×1) =45+32+3+2+1	83
4	KALILA SALSABILAH	SS:8, S:6, N:3, TS:2, STS:1 (8×5)+(6×4)+(3×3)+(2×2)+(1×1) =40+24+9+4+1	78
5	KARIN	SS:9, S:6, N:3, TS:2, STS:0 (9×5)+(6×4)+(3×3)+(2×2)+(0×1) =45+24+9+4+0	82
6	LARASATI	SS:12, S:4, N:1, TS:3, STS:0 (12×5)+(4×4)+(1×3)+(3×2)+(0×1) =60+16+3+6+0	85
7	MARDALENA	SS:9, S:5, N:3, TS:2, STS:1 (9×5)+(5×4)+(3×3)+(2×2)+(1×1) =45+20+9+4+1	79
8	MARDALENI	SS:9, S:5, N:3, TS:3, STS:0 (9×5)+(5×4)+(3×3)+(3×2)+(0×1) =45+20+9+6+0	80
9	MEYSHA AQILLA	SS:8, S:5, N:6, TS:0, STS:1 (8×5)+(5×4)+(6×3)+(0×2)+(1×1) =40+20+18+0+1	79
10	MUHAMMAD ABIL	SS:10, S:4, N:5, TS:1, STS:0 (10×5)+(4×4)+(5×3)+(1×2)+(0×1) =50+16+15+2+0	83
11	MUHAMMAD AJI ZAIT	SS:12, S:4, N:2, TS:2, STS:0 (12×5)+(4×4)+(2×3)+(2	86

No.	Class Students VI B	Score	Total
		×2)+(0×1) =60+16+6+4+0	
12	MUHAMMAD DENI	SS:9, S:5, N:0, TS:6, STS:1 (9×5)+(5×4)+(0×3)+(6×2)+(1×1) =45+20+0+12+1	78
13	MUHAMMAD IMAM AL-FAQIH	SS:11, S:5, N:3, TS:1, STS:0 (11×5)+(5×4)+(3×3)+(1×2)+(0×1) =55+20+9+2+0	86
14	NAJWA PERMATA	SS:10, S:4, N:4, TS:1, STS:1 (10×5)+(4×4)+(4×3)+(1×2)+(1×1) =50+16+12+2+1	81
15	NAURAH SHAKILA	SS:17, S:1, N:2, TS:0, STS:0 (17×5)+(1×4)+(2×3)+(0×2)+(0×1) =85+4+6+0+0	95
16	NOVA YUDIKA PUTRA	SS:9, S:3, N:4, TS:2, STS:2 (9×5)+(3×4)+(4×3)+(2×2)+(2×1) =45+12+12+4+2	75
17	RAFI SULAIMAN	SS:15, S:1, N:1, TS:2, STS:1 (15×5)+(1×4)+(1×3)+(2×2)+(1×1) =75+4+3+4+1	87
18	RAHMAD KURNIAWAN	SS:10, S:4, N:6, TS:0, STS:0 (10×5)+(4×4)+(6×3)+(0×2)+(0×1) =50+16+18+0+0	84
19	SAFIRAH	SS:10, S:5, N:5, TS:0, STS:0 (10×5)+(5×4)+(5×3)+(0×2)+(0×1) =50+20+15+0+0	85
20	ZAAHIRAH FEBRIA AQILLAH	SS:11, S:9, N:0, TS:0, STS:0 (11×5)+(9×4)+(0×3)+(0×2)+(0×1) =55+36+0+0+0	91

Table 3. Validity Test Results

No	r hitung	Sig.	Keterangan
P3	0,443	0,004	Valid
P4	0,554	0,000	Valid
P5	0,732	0,000	Valid
P6	0,819	0,000	Valid
P7	0,819	0,000	Valid
P8	0,798	0,000	Valid
P9	0,812	0,000	Valid
P10	0,851	0,000	Valid
P11	0,836	0,000	Valid
P12	0,857	0,000	Valid
P13	0,856	0,000	Valid
P14	0,872	0,000	Valid
P15	0,810	0,000	Valid
P16	0,796	0,000	Valid
P17	0,771	0,000	Valid
P18	0,649	0,000	Valid
P19	0,612	0,000	Valid
P20	0,571	0,000	Valid

Based on the validity test results of the questionnaire on the intensity of Canva application use in Islamic Religious Education learning with 40 respondents, the r table value was obtained at 0.312 at a significance level of 5%. The test results showed that there were 18 statement items that were declared valid because they had a calculated r value greater than the r table (calculated r > 0.312) and a significance value less than 0.05 (Sig. < 0.05). Thus, the 18 statement items are suitable for use as a research instrument to measure the intensity of Canva application use in Islamic Religious Education learning.

Table 4. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	18

Based on the results of the reliability test using the IBM SPSS Statistics program, a Cronbach's Alpha value of 0.951 was obtained with a total of 18 items. Because the Cronbach's Alpha value is > 0.60, the Canva application usage intensity questionnaire instrument is declared reliable with a very high level of reliability.

2. Student Learning Motivation Questionnaire Data

Table 5. Summary of Respondents' Answers to the Student Learning Motivation Questionnaire

Likert Scale Description:

SS = Strongly Agree (5), S = Agree (4), N = Neutral (3), TS = Disagree (2), STS = Strongly Disagree (1)

No.	Class Students VI A	SS	S	N	TS	STS
1.	Abilal Hakim	10	9	1		
2.	AFIFAH AZZAHRA	10	7	3		
3.	Ahmad Chrisna	10	6	3	1	
4.	AL-FA'IQ SYAMRI	11	8	1		
5.	Alendra	8	6	5	1	
6.	Alfondha Carfathia	11	7	2		
7.	Amelliya	12	7	1		
8.	AQILA KHANZA	13	6	1		
9.	Aqmal Haqiki	15	5			
10.	Bettrysia Chalista	15	2	2		1
11.	Dafi Al-Faruq	5	9	5	1	
12.	Denis Pratama	12	7	1		
13.	DESTIANA	15	3	2		
14.	ENDANG PARWATI	8	6	4	2	
15.	Enggalika	14	6			
16.	Hari Imron	12	7	1		
17.	Heryadi Ibnu Slamat	11	6	3		
18.	Indah Qurnia	14	4	2		
19.	Sinta	13	6	1		
20.	Wiranto Adi Bekti	8	5	2	5	

No.	Class Students VI B	SS	S	N	TS	STS
1.	ASRIL ADITIA	10	3	5		2
2.	INDRIE AQILA AZZAHRA	10	5	5		
3.	JUMADIL FAREZ	12	2	4	1	1
4.	KALILA SALSABILAH	7	6	4	2	1
5.	KARIN	12	7	1		
6.	LARASATI	10	8	1	1	
7.	MARDALENA	10	3	4	2	1
8.	MARDALENI	11	5	3	1	
9.	MEYSHA AQILLA	10	5	4		1
10.	MUHAMMAD ABIL	10	6	3	1	
11.	MUHAMMAD AJI ZAIT	12	5	3	1	
12.	MUHAMMAD DENI	8	5		6	1
13.	MUHAMMAD IMAM AL-FAQIH	11	5	4		
14.	NAJWA PERMATA	16	2	2		
15.	NAURAH SHAKILA	17	1	2		
16.	NOVA YUDIKA PUTRA	7	5	4	2	2

No.	Class Students VI B	SS	S	N	TS	STS
17.	RAFI SULAIMAN	10	6	1	2	1
18.	RAHMAD KURNIAWAN	6	6	6	1	1
19.	SAFIRAH	8	7	5		
20.	ZAAHIRAH FEBRIA AQILLAH	10	9	1		

Table 6. Per Student Score

Formula for calculating student score: total score = (SS×5) + (S×4) + (N×3) + (TS×2) + (STS×1)

No.	Class Students VI A	Score	Total
1	Abilal Hakim	SS:10, S:9, N:1, TS:0, STS:0 (10×5)+(9×4)+(1×3)+(0×2)+(0×1) =50+36+3+0+0	89
2	AFIFAH AZZAHRA	SS:10, S:7, N:3, TS:0, STS:0 (10×5)+(7×4)+(3×3)+(0×2)+(0×1) =50+28+9+0+0	87
3	AHmad Chrisna	SS:10, S:6, N:3, TS:1, STS:0 (10×5)+(6×4)+(3×3)+(1×2)+(0×1) =50+24+9+2+0	85
4	AL-FA'IQ SYAMRI	SS:11, S:8, N:1, TS:0, STS:0 (11×5)+(8×4)+(1×3)+(0×2)+(0×1) =55+32+3+0+0	90
5	Alendra	SS:8, S:6, N:5, TS:1, STS:0 (8×5)+(6×4)+(5×3)+(1×2)+(0×1) =40+24+15+2+0	81
6	Alfondha Carfathia	SS:11, S:7, N:2, TS:0, STS:0 (11×5)+(7×4)+(2×3)+(0×2)+(0×1) =55+28+6+0+0	89
7	Amelliya	SS:12, S:7, N:1, TS:0, STS:0 (12×5)+(7×4)+(1×3)+(0×2)+(0×1) =60+28+3+0+0	91
8	AQILA KHANZA	SS:13, S:6, N:1, TS:0, STS:0 (13×5)+(6×4)+(1×3)+(0×2)+(0×1) =65+24+3+0+0	92
9	Aqmal Haqiki	SS:15, S:5, N:0, TS:0, STS:0 (15×5)+(5×4)+(0×3)+(0×2)+(0×1) =75+20+0+0+0	95
10	Bettrysia Chalista	SS:15, S:2, N:2, TS:0, STS:1 (15×5)+(2×4)+(2×3)+(0×2)+(1×1) =75+8+6+0+1	90
11	Dafi Al-Faruq	SS:5, S:9, N:5, TS:1, STS:0 (5×5)+(9×4)+(5×3)+(1×2)+(0×1) =25+36+15+2+0	78
12	Denis Pratama	SS:12, S:7, N:1, TS:0, STS:0 (12×5)+(7×4)+(1×3)+(0×2)+(0×1) =60+28+3+0+0	91

No.	Class Students VI A	Score	Total
13	DESTIANA	SS:15, S:3, N:2, TS:0, STS:0 (15×5)+(3×4)+(2×3)+(0×2)+(0×1) =75+12+6+0+0	93
14	ENDANG PARWATI	SS:8, S:6, N:4, TS:2, STS: (8×5)+(6×4)+(4×3)+(2×2)+(0×1) =40+24+12+4+0	80
15	Enggalika	SS:14, S:6, N:0, TS:0, STS:0 (14×5)+(6×4)+(0×3)+(0×2)+(0×1) =70+24+0+0+0	94
16	Hari Imron	SS:12, S:7, N:1, TS:0, STS:0 (12×5)+(7×4)+(1×3)+(0×2)+(0×1) =60+28+3+0+0	91
17	Heryadi Ibnu Slamat	SS:11, S:6, N:3, TS:0, STS:0 (11×5)+(6×4)+(3×3)+(0×2)+(0×1) =55+24+9+0+0	88
18	Indah Qurnia	SS:14, S:4, N:2, TS:0, STS:0 (14×5)+(4×4)+(2×3)+(0×2)+(0×1) =70+16+6+0+0	92
19	Sinta	SS:13, S:6, N:1, TS:0, STS:0 (13×5)+(6×4)+(1×3)+(0×2)+(0×1) =65+24+3+0+0	92
20	Wiranto Adi Bekti	SS:8, S:5, N:2, TS:5, STS:0 (8×5)+(5×4)+(2×3)+(5×2)+(0×1) =40+20+6+10+0	76

No.	Class Students VI B	Score	Total
1	ASRIL ADITIA	SS:10, S:3, N:5, TS:0, STS:2 (10×5)+(3×4)+(5×3)+(0×2)+(2×1) =50+12+15+0+2	79
2	INDRIE AQILA AZZAHRA	SS:10, S:5, N:5, TS:0, STS:0 (10×5)+(5×4)+(5×3)+(0×2)+(0×1) =50+20+15+0+0	85
3	JUMADIL FAREZ	SS:12, S:2, N:4, TS:1, STS:1 (12×5)+(2×4)+(4×3)+(1×2)+(1×1) =60+8+12+2+1	83
4	KALILA SALSABILAH	SS:7, S:6, N:4, TS:2, STS:1 (7×5)+(6×4)+(4×3)+(2×2)+(1×1) =35+24+12+4+1	78
5	KARIN	SS:12, S:7, N:1, TS:0, STS:0 (12×5)+(7×4)+(1×3)+(0×2)+(0×1) =60+28+3+0+0	91
6	LARASATI	SS:10, S:8, N:1, TS:1, STS:0 (10×5)+(8×4)+(1×3)+(1×2)+(0×1) =50+32+3+2+0	87
7	MARDALENA	SS:10, S:3, N:4, TS:2, STS:1 (10×5)+(3×4)+(4×3)+(2×2)+(1×1) =50+12+12+4+1	79

No.	Class Students VI B	Score	Total
8	MARDALENI	SS:11, S:5, N:3, TS:1, STS:0 (11×5)+(5×4)+(3×3)+(1×2)+(0×1) =55+20+9+2+0	86
9	MEYSHA AQILLA	SS:10, S:5, N:4, TS:0, STS:1 (10×5)+(5×4)+(4×3)+(0×2)+(1×1) =50+20+12+0+1	83
10	MUHAMMAD ABIL	SS:10, S:6, N:3, TS:1, STS:0 (10×5)+(6×4)+(3×3)+(1×2)+(0×1) =50+24+9+2+0	85
11	MUHAMMAD AJI ZAIT	SS:12, S:5, N:3, TS:1, STS:0 (12×5)+(5×4)+(3×3)+(1×2)+(0×1) =60+20+9+2+0	91
12	MUHAMMAD DENI	SS:8, S:5, N:0, TS:6, STS:1 (8×5)+(5×4)+(0×3)+(6×2)+(1×1) =40+20+0+12+1	73
13	MUHAMMAD IMAM AL-FAQIH	SS:11, S:5, N:4, TS:0, STS:0 (11×5)+(5×4)+(4×3)+(0×2)+(0×1) =55+20+12+0+0	87
14	NAJWA PERMATA	SS:16, S:2, N:2, TS:0, STS:0 (16×5)+(2×4)+(2×3)+(0×2)+(0×1) =80+8+6+0+0	94
15	NAURAH SHAKILA	SS:17, S:1, N:2, TS:0, STS:0 (17×5)+(1×4)+(2×3)+(0×2)+(0×1) =85+4+6+0+0	95
16	NOVA YUDIKA PUTRA	SS:7, S:5, N:4, TS:2, STS:2 (7×5)+(5×4)+(4×3)+(2×2)+(2×1) =35+20+12+4+2	73
17	RAFI SULAIMAN	SS:10, S:6, N:1, TS:2, STS:1 (10×5)+(6×4)+(1×3)+(2×2)+(1×1) =50+24+3+4+1	82
18	RAHMAD KURNIAWAN	SS:6, S:6, N:6, TS:1, STS:0 (6×5)+(6×4)+(6×3)+(1×2)+(1×1) =30+24+18+2+1	75
19	SAFIRAH	SS:8, S:7, N:5, TS:0, STS:0 (8×5)+(7×4)+(5×3)+(0×2)+(0×1) =40+28+15+0+0	83
20	ZAAHIRAH FEBRIA AQILLAH	SS:10, S:9, N:1, TS:0, STS:0 (10×5)+(9×4)+(1×3)+(0×2)+(0×1) =50+36+3+0+0	89

Table 7. Validity Test Results

No	r count	Sig.	Information
P8	0,425	0,006	Valid
P9	0,597	0,000	Valid
P10	0,597	0,000	Valid
P11	0,447	0,004	Valid

P12	0,429	0,006	Valid
P13	0,428	0,006	Valid
P14	0,592	0,000	Valid
P15	0,607	0,000	Valid
P16	0,571	0,000	Valid
P17	0,683	0,000	Valid
P18	0,609	0,000	Valid
P19	0,530	0,000	Valid
P20	0,462	0,003	Valid

Based on the validity test results of the student learning motivation questionnaire, 13 statement items were declared valid, namely items P8 to P20. This is because all items have a calculated r value greater than the r table of 0.312 and a significance value smaller than 0.05. Thus, these statement items are suitable for use as a research instrument to measure student learning motivation in Islamic Religious Education learning.

Table 8. Reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	13

Based on the results of the reliability test using the IBM SPSS Statistics program, the Cronbach's Alpha value was obtained as 0.919 with a total of 13 items. Because the Cronbach's Alpha value is > 0.60, the learning motivation questionnaire instrument is declared reliable with a very high level of reliability.

3. Student Learning Outcomes Data

Table 9. Summary of Student Learning Outcomes

No.	Students Class VI A	Grade
1.	Abilal Hakim	73
2.	AFIFAH AZZAHRA	76
3.	Ahmad Chrisna	72
4.	AL-FA'IQ SYAMRI	71
5.	Alendra	70
6.	Alfondha Carfathia	73
7.	Amelliya	80
8.	AQILA KHANZA	84
9.	Aqmal Haqiki	70
10.	Bettrysia Chalista	75

No.	Students Class VI A	Grade
11.	Dafi Al-Faruq	70
12.	Denis Pratama	80
13.	DESTIANA	72
14.	ENDANG PARWATI	74
15.	Enggalika	75
16.	Hari Imron	70
17.	Heryadi Ibnu Slamat	72
18.	Indah Qurnia	82
19.	Sinta	77
20.	Wiranto Adi Bekti	70

No.	Students Class VI A	Grade
1.	ASRIL ADITIA	70
2.	INDRIE AQILA AZZAHRA	70
3.	JUMADIL FAREZ	60
4.	KALILA SALSABILAH	83
5.	KARIN	76
6.	LARASATI	77
7.	MARDALENA	53
8.	MARDALENI	50
9.	MEYSHA AQILLA	86
10.	MUHAMMAD ABIL	79
11.	MUHAMMAD AJI ZAIT	75
12.	MUHAMMAD DENI	58
13.	MUHAMMAD IMAM AL-FAQIH	79
14.	NAJWA PERMATA	78
15.	NAURAH SHAKILA	84
16.	NOVA YUDIKA PUTRA	85
17.	RAFI SULAIMAN	71
18.	RAHMAD KURNIAWAN	72

No.	Students Class VI A	Grade
19.	SAFIRAH	73
20.	ZAAHIRAH FEBRIA AQILLAH	84

Table 10. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.973	10

Based on the results of the reliability test using the IBM SPSS Statistics program with the Cronbach's Alpha test, a value of 0.973 was obtained with a total of 10 items. Because the Cronbach's Alpha value is > 0.60, the relative learning outcome test is declared reliable with a very high level of reliability.

Description of Research Data

Data on the intensity of Canva application use in Islamic Religious Education (PAI) learning was obtained through the distribution of questionnaires to students in grades VI A and B. The questionnaire was used to determine the level of frequency and involvement of students in using the Canva application during the learning process. The results of the questionnaire were then analyzed descriptively to determine the minimum, maximum, average (mean), and standard deviation values of the research data. This data description aims to provide a general overview of the level of intensity of Canva application use by students in PAI learning.

1. Description of Canva Usage Intensity

Table 11. Descriptive Statistics of the Intensity of Use of the Canva Application in Islamic Education Learning

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Intensitas penggunaan Canva	40	60	95	76.53	8.590
Valid N (listwise)	40				

Based on the results of descriptive statistical analysis, it is known that the intensity of Canva application use in Islamic Religious Education learning for 40 students obtained a minimum score of 60 and a maximum score of 95. The average score (mean) was 76.53 with a standard deviation of 8.590. Based on the percentage category, the average score is included in the high category. This indicates that the intensity of Canva application use in Islamic Religious Education learning is classified as good and is used quite frequently by teachers in the learning process.

2. Description of Student Motivation and Learning Outcomes

Table 12. Descriptive Statistics of Student Learning Motivation in Islamic Religious Education Learning

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Motivasi Belajar Siswa	40	73	95	86.92	8.669
Valid N (listwise)	40				

Based on the results of descriptive statistical analysis, it is known that students' learning motivation in Islamic Religious Education (PAI) learning from 40 respondents obtained a minimum score of 73 and a maximum score of 95. The average score (mean) was 86.92 with a standard deviation of 8.669. These values indicate that students' learning motivation is classified as high. This means that students have good enthusiasm and interest in learning in participating in Islamic Religious Education (PAI) learning.

Table 13. Descriptive Statistics of Student Learning Outcomes in Islamic Religious Education Learning

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Nilai uraian hasil	40	60	84	59.60	7.313
Valid N (listwise)	40				

Based on the results of descriptive statistical analysis, it is known that the student learning outcomes in Islamic Religious Education learning from 40 respondents obtained a minimum score of 60 and a maximum score of 84. The average score (mean) was 59.60 with a standard deviation of 7.313. This indicates that student learning outcomes are still classified as moderate and not yet fully optimal.

Test Requirements Analysis

1. Normality Test

Table 14. Results of Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
skor	.118	40	.168	.970	40	.373
skor	.107	40	.200*	.946	40	.057
skor	.120	40	.148	.962	40	.202
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the normality test using Shapiro-Wilk, the significance value for the first variable was 0.373, the second variable 0.057, and the third variable 0.202. All significance

values were greater than 0.05, thus concluding that all research data were normally distributed. Therefore, the hypothesis analysis can be continued using parametric statistics.

2. Linearity Test

Table 15. Results of the Linearity Test of the Intensity of Canva Application Use with Student Learning Motivation

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
skor * skor	Between Groups	(Combined)	700.308	21	33.348	.428	.968
		Linearity	206.535	1	206.535	2.649	.121
		Deviation from Linearity	493.773	20	24.689	.317	.993
	Within Groups		1403.667	18	77.981		
	Total		2103.975	39			

Based on the results of the linearity test in the ANOVA table, the significance value in the Deviation from Linearity section was 0.993. Because this significance value is greater than 0.05, it can be concluded that the relationship between the intensity of Canva application use and student learning motivation is linear. Thus, the data meets the assumption of linearity, allowing for linear regression analysis.

Table 16. Results of the Linearity Test of the Intensity of Canva Application Use with Student Learning Outcomes

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
skor * skor	Between Groups	(Combined)	724.892	21	34.519	.863	.630
		Linearity	38.826	1	38.826	.971	.338
		Deviation from Linearity	686.066	20	34.303	.857	.633
	Within Groups		720.083	18	40.005		
	Total		1444.975	39			

Based on the results of the linearity test, the Deviation from Linearity significance value was 0.633 > 0.05. Thus, it can be concluded that the relationship between the intensity of Canva application use and student learning outcomes is linear, so a simple linear regression analysis can be used.

Hypothesis Testing

1. **Simple Linear Regression Analysis**

The results of the analysis are as follows:

Table 17. Test of Canva's Influence on Learning Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313[a]	.098	.074	7.066
a. Predictors: (Constant), skor				

Based on the Model Summary table, the R value of 0.313 was obtained, indicating that the influence of the use of the Canva application on student learning motivation was in the low category. The R Square value of 0.098 indicated that the use of the Canva application had an influence of 9.8% on student learning motivation, while the remaining 90.2% was influenced by other factors outside the study, such as the learning environment, teacher teaching methods, parental support, student learning interests, psychological conditions, learning facilities, and peer influence. In addition, the Adjusted R Square value of 0.074 indicated that the use of Canva still had a low ability to explain student learning motivation.

Table 18. ANOVA test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	206.535	1	206.535	4.136	.049[b]
	Residual	1897.440	38	49.933		
	Total	2103.975	39			
a. Dependent Variable: skor						
b. Predictors: (Constant), skor						

Based on the ANOVA table, a significance value of 0.049 was obtained, which is less than 0.05. This indicates that the use of the Canva application has a significant effect on student learning motivation. Furthermore, the calculated F value of 4.136 indicates that the regression model used in this study is suitable for testing the effect of the independent variables on the dependent variable.

Table 19. Coefficient Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	103.975	10.142		10.252	.000
	skor	.268	.132	.313	2.034	.049
a. Dependent Variable: skor						

Based on the Coefficients table, the constant value is 103.975 and the regression coefficient of the Canva application usage variable is 0.268 with a t value of 2.034 and Sig. = 0.049. Because the significance value of 0.049 is smaller than 0.05, the use of the Canva application has an influence on student learning motivation. A positive regression coefficient indicates that the higher the intensity of Canva use in Islamic Religious Education learning, the student's learning motivation tends to increase. However, based on the Beta value of 0.313, the magnitude of the influence given is still relatively low. Thus, the use of the Canva application can contribute to increasing student learning motivation, but it is not the only factor that influences it.

Table 20. Test of the Effect of Canva on Learning Outcomes

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164[a]	.027	.001	6.083
a. Predictors: (Constant), skor				

Based on the Model Summary table, an R value of 0.164 was obtained, indicating that the influence of the use of the Canva application on student learning outcomes is in the very low category. The R Square value of 0.027 indicates that the use of the Canva application is only able to explain 2.7% of student learning outcomes, while the remaining 97.3% is influenced by other factors outside the study. These other factors can include student learning interest, learning motivation, teacher teaching methods, learning environment, student initial abilities, parental support, learning facilities, and student discipline in following the learning process. These factors can also influence the high or low student learning outcomes besides the use of the Canva application.

The Canva app in this study was used not only as a presentation tool but also utilized Artificial Intelligence (AI)-based features, such as Magic Write, to assist teachers in developing Islamic Religious Education (PAI) learning materials. These AI features facilitate teachers in summarizing material, organizing presentation content, and creating

more engaging learning displays. However, the research findings indicate that usage intensity is still relatively low due to its lack of routine and consistent use in the learning process. This situation means that the AI-based Canva application has not yet been able to provide an optimal impact on student learning outcomes.

Table 21. ANOVA test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.826	1	38.826	1.049	.312[b]
	Residual	1406.149	38	37.004		
	Total	1444.975	39			
a. Dependent Variable: skor						
b. Predictors: (Constant), skor						

Based on the ANOVA table, a significance value of 0.312 was obtained, which is greater than 0.05. This indicates that the use of the Canva application does not have a strong enough influence on student learning outcomes. Furthermore, the calculated F value of 1.049 indicates that the use of the Canva application does not have a strong enough influence on student learning outcomes.

Table 22. Coefficient Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.337	8.730		7.598	.000
	skor	.116	.113	.164	1.024	.312
a. Dependent Variable: skor						

Based on the Coefficients table, a constant value of 66.337 was obtained, indicating that the value of student learning outcomes when using the Canva application was zero. The regression coefficient value was 0.116 with a significance value of 0.312 (> 0.05), so it can be concluded that the use of the Canva application did not have a strong enough effect on student learning outcomes. A positive regression coefficient value indicates that the use of the Canva application tends to provide an increase in student learning outcomes, but the effect is very small. This can occur because student learning outcomes are not only influenced by learning media, but also influenced by other factors such as student abilities, learning motivation, learning methods, learning environment, and student discipline in learning.

CONCLUSION

Based on the descriptive statistics, it can be concluded that the intensity of Canva application use in Islamic Religious Education (PAI) learning among students at SDN 02 Lubuk Keliat is quite high. This is indicated by an average score of 76.53, which falls within the high category, with a score range of 60 to 95. This finding indicates that Canva application has been used quite well and relatively frequently in Islamic Religious Education (PAI) learning, making it a learning tool that supports teaching and learning activities in the classroom.

Based on the descriptive statistics, it can be concluded that student motivation in Islamic Religious Education (PAI) learning is quite high. This is indicated by an average score of 86.92 from 40 respondents, with the lowest score being 73 and the highest being 95. These findings indicate that most students have good enthusiasm, interest, and drive in participating in Islamic Religious Education (PAI) learning, thus they tend to be active and enthusiastic in the learning process.

Based on the research results, it can be concluded that the use of the Canva application has a low influence on student learning motivation, but still shows a positive relationship, meaning that the more intense Canva is used in learning, the more student learning motivation tends to increase even though its contribution is only 9.8% and the rest is influenced by other factors such as the learning environment, learning methods, and parental support. Meanwhile, on student learning outcomes, the use of Canva does not show a strong enough influence because its contribution is very small at 2.7% and is not statistically proven to be strong. This shows that Canva plays a greater role in increasing learning motivation than learning outcomes, but its influence is still limited because student learning outcomes are also influenced by various other factors outside of learning media.

These factors include students' initial ability to understand the material, their motivation and interest in learning, and psychological conditions such as concentration, self-confidence, and readiness to learn. Furthermore, the teacher's teaching method is also very influential, as a lack of varied learning strategies can make students less active in learning. The learning environment, both at school and at home, also plays a role, including parental support, a conducive learning atmosphere, and available learning facilities. Equally important, student discipline in participating in the learning process and the influence of peers can also influence the level of learning outcomes achieved.

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