

Enhancing Primary Pupils' Prayer Practice Skills Through Canva-Based Interactive Learning Media

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan kelayakan produk pengembangan media pembelajaran interaktif berbasis Canva dalam meningkatkan keterampilan praktik salat siswa kelas II SDN Bilepait, serta menganalisis efektivitas produk media interaktif yang dikembangkan. Model pengembangan yang digunakan adalah ADDIE (Analysis, Design, Development, Implementation, dan Evaluation), yang dipilih karena kemampuannya menghasilkan produk spesifik sekaligus menguji keefektifannya. Teknik pengumpulan data meliputi observasi, wawancara, angket, dan tes. Analisis uji kelayakan dilakukan menggunakan koefisien Aiken dengan melibatkan 3 validator ahli media dan 3 validator ahli materi. Sementara itu, uji efektivitas dianalisis menggunakan skor N-gain, yaitu menghitung selisih nilai pascates (post-test) dan prates (pre-test). Hasil penelitian menunjukkan bahwa media interaktif berbasis Canva memiliki kelayakan tinggi. Pada uji kelayakan, validasi ahli media memperoleh skor Aiken 0.97 dengan kategori validitas tinggi, sehingga disimpulkan bahwa media pembelajaran interaktif berbasis Canva layak digunakan untuk siswa kelas II. Lebih lanjut, hasil uji efektivitas melalui perhitungan skor N-gain memperoleh nilai sebesar 0.65 (atau 65.86%), yang termasuk dalam kategori cukup efektif (sedang). Temuan ini membuktikan bahwa media pembelajaran interaktif berbasis Canva cukup efektif dalam meningkatkan kemampuan mempraktikkan salat siswa kelas II di SDN Bilepait.

Kata Kunci: media pembelajaran interaktif, Canva; keterampilan praktik salat; siswa sekolah dasar, ADDIE model

Abstract: This study aimed to describe the feasibility of developing an interactive learning media product based on Canva for enhancing the prayer practice skills of second-grade pupils at SDN Bilepait, and to analyse the effectiveness of the developed interactive media product. The development model employed was ADDIE (Analysis, Design, Development,



Implementation, and Evaluation), chosen for its capability to produce a specific educational product and simultaneously test its effectiveness. Data collection techniques included observation, interviews, questionnaires, and tests. The feasibility analysis was conducted using the Aiken's V coefficient, involving 3 media expert validators and 3 material expert validators. Concurrently, the effectiveness test was analysed using the Normalised Gain (N-gain) score, which calculated the difference between post-test and pre-test scores. The findings demonstrate that the Canva-based interactive media possesses high feasibility. In the feasibility testing, the media expert validation yielded an Aiken's V coefficient of 0.97 with a category of high validity, leading to the conclusion that the Canva-based interactive learning media is appropriate for use with second-grade pupils. Furthermore, the results of the effectiveness test via the N-gain score calculation achieved a value of 0.65 (or 65.86%), which falls into the moderately effective category. This finding confirms that the Canva-based interactive learning media is sufficiently effective in enhancing the prayer practice skills of second-grade pupils at SDN Bilepait.

Keywords: Interactive Learning Media, Canva, Prayer Practice Skills, Primary School Pupils, ADDIE Model.

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Introduction

Technological advances continue to experience significant developments today. Education is one of the areas affected, requiring constant adjustments and changes to keep pace with technological developments. Technology in education has the primary objective of overcoming challenges in the learning process resulting from these developments. This transformation will have an impact on teachers' teaching practices, as they begin to adopt the use of digital media in the learning process. The use of media in the learning process is very important because it contributes to efforts to improve the quality of education (Hariyanto, 2023). Dwipayama explained that the quality of learning is still at a low level. The suboptimal quality of learning is caused by a decline in

students' interest and motivation to learn. The lack of appeal in the delivery of material by teachers causes students to become bored during the learning process in the classroom. The main cause is a lack of variety in the use of learning media (Dwipayana & dkk, 2020). Therefore, innovation in learning methods is needed, such as the use of engaging learning media, as this can influence students' interest and motivation to learn (Nurfadilla & dkk, n.d., p. 2021).

A common problem in learning is the low level of interest in Islamic Religious Education classes. This is due to the lack of use of technology-based learning media by many Islamic Religious Education teachers, which should facilitate students in the learning process. As a result, students tend to be directed only to memorize information without any requirement to understand and apply this knowledge in their daily lives (Nurfadillah, et al., 2021). In addition, there are many situations where learning in elementary schools is often conducted through lectures without utilizing concrete learning media. As a result, students are less interested in the material being taught, boredom sets in, and the effectiveness of the message delivery is certainly less than optimal (Qistina et al., 2019). This condition is very important to note, especially when it comes to prayer, which is the pillar of a Muslim's religion. The word "prayer" is mentioned 67 times in the Qur'an, indicating that prayer has a very important position in Islam, even exceeding other acts of worship. Therefore, an effective medium is needed to make it easier for students to understand what is taught by teachers. Teachers are also required to be creative in developing learning media, one of which is by developing interactive media.

Interactive media is designed with a display that provides information and interaction with users so that it is able to visualize content using attractive images, text, animation, and audio. In the learning process, interactive multimedia learning media is useful for presenting material more clearly, overcoming limitations of space, time, and sensory abilities, as well as

encouraging student activity in the classroom (Kamila & Kowiyah, 2022). One platform that can help in designing interactive learning media is Canva. Canva makes it very easy for teachers to design learning media. Using Canva makes it easier for teachers and students to implement technology-based learning, improve skills and creativity, and bring other benefits. This is because the designs produced using Canva can increase students' interest in learning activities and also strengthen their motivation. Canva media not only makes it easier for students to understand lessons, but also allows for the display of various elements such as text, video, animation, audio, images, graphics, and others according to display preferences, which ultimately helps students to focus more on paying attention to lessons in class. (Tanjung & Faiza, 2019) The use of Canva as a learning medium can enhance teachers' creativity in preparing materials and facilitate the process of delivering them. Canva not only makes it easier for students to understand the material or message through text or video, but it can also increase their interest and motivation towards the lessons presented in this medium (Wowor et al., 2023).

Purnamawanti et al., in their research results, developed Canva-based learning media that is suitable for use in learning and capable of improving the science learning outcomes of fifth-grade students. Although they both developed Canva-based learning media, their research focuses were different. (Purnamawanti, 2023). Meanwhile, Kamila and Kowiyah, in their research, also explained that "Canva-Based Interactive Learning Media on Fractions for Elementary School Students." The results of the study showed that the educational media developed was feasible and could be used as learning media. (Kamila & Kowiyah, 2022) Syawaluddin, et al., in their research on Interactive Multimedia Learning Media in Improving the Ability to Perform Prayers for Elementary School Students. (Syawaluddin et al., 2021) Based on the results of her research, Aulia found several benefits of Canva for the learning process. She said that Canva would be very effective and easy for teachers to use to help carry out learning. The use of Canva in the

learning process can also attract students' interest by presenting a variety of additional teaching materials, thereby enriching the learning experience of students (Inzani, et al., 2021). The study shows that Canva has many advantages, including the ability to present sound, images, videos, and animations simultaneously so that users can interact directly. It also provides quizzes and icebreakers related to the material, making it easier for students to understand both the recitation and movements of prayer.

Not all teachers are able to utilize concrete learning media in the classroom. This is due to limited knowledge about media development, as well as limited resources available in schools. These obstacles are caused by the lack of use of learning media, so that lectures still dominate the learning process. Educators also have difficulty in conveying the content of the material, especially in relating the material to concrete examples. Meanwhile, students also have difficulty paying attention to the material presented by educators, such as in the material on practicing prayer movements. As a result, students do not pay attention to the educator's explanations, leading to several mistakes in practicing the movements and recitations of prayer.

According to Qistina, One consequence of teachers' lack of creativity in developing learning media and their reliance on lecture-style teaching methods is that students become less interested in the material being taught, become bored, and the effectiveness of message delivery is not maximized (Qistina et al., 2019).

This condition is very important to note, especially since it concerns prayer, which is the pillar of a Muslim's religion. The word "prayer" is mentioned 67 times in the Qur'an, which shows that prayer has a very important position in Islam, even more so than other acts of worship. (El-suth, 2021) Efforts are needed to create an engaging and easy-to-understand learning experience in Islamic Religious Education through the use of learning media. One solution is to present interactive Islamic Religious Education learning based on Canva. The use of Canva-based learning media is an alternative that helps teachers deliver material, such as practicing prayer, more effectively and efficiently. Canva can create creative and attractive designs that

will be effective media. Canva provides various types of presentations, including educational, marketing, sales, advertising, and other presentations (Pelangi, 2020). Its visual and attractive appearance creates more interest and attention from students. Therefore, the researcher took material about the practice of prayer movements, which is practical and suitable to be presented with the help of learning media. The expected goal is that Canva-based learning media can provide an interesting and effective learning experience that can be used to improve students' ability to practice prayer.

The research adopted a Research and Development (R&D) approach, utilising the ADDIE model, pioneered by Robert Maribe Branch, as the primary development framework. This model was deliberately chosen because it offers a systematic and iterative framework, guiding the creation of instructional products and ensuring that each stage is founded upon empirical validation. The five sequential phases of the ADDIE model—namely Analysis, Design, Development, Implementation, and Evaluation (Oktarina, 2022)—provide a clear structure for identifying needs, designing solutions, refining the media, and testing its effectiveness in authentic classroom settings. Thus, the development of the Canva-based interactive learning media is methodologically justified, as every stage contributes to evidence-based decision-making, strengthening both the feasibility and pedagogical relevance of the final product.

Data collection techniques involved observation, interviews, questionnaires, and tests. The feasibility analysis was conducted using three media experts and three material experts as validators, with the Aiken's V coefficient analysis. Meanwhile, the effectiveness of the developed learning media was measured using the Normalised Gain (N-gain) score, calculated from the difference between the post-test and pre-test scores.

Product Development Stages and Feasibility Test Results

The development of Canva-based interactive learning media in this study used Robert Maribe Branch's ADDIE model, which consists of five stages. The stages in the ADDIE model development are:

Needs Analysis Phase

Needs analysis and information gathering were conducted to understand the conditions in the field. Information gathering was carried out through interviews and observation, with the following results: Teaching materials in PAI learning only use textbooks, there is a lack of learning media such as illustrations and videos, teachers never use learning media that support PAI learning materials, so teaching methods are based on lectures and textbooks only, second grade students have little interest in participating in PAI learning in class, and teachers have difficulty providing internet access. Given these issues, there is a need for learning media other than textbooks that can be used to study the learning material.

In addition, a literature study was conducted by reviewing content standards by mapping Competency Standards, Core Competencies, Basic Competencies, and Achievement Indicators. Based on the literature study, material was obtained to be developed in the development of Canva-based interactive learning media, namely the practice of prayer in the form of recitations and prayer movements.

Product Design Phase

At this stage, a slide template was designed that contained material, image animations, videos, interactive buttons, and several quizzes. The results of media design using Canva included:

- a. The researcher downloaded the Canva application through the Play Store application on their cell phone. On a laptop, there was no need to

download anything; they simply logged in through the website <https://www.canva.com>, and Canva was ready to use.

- b. Creating a Canva account. After the application is downloaded and installed on the phone or the website is opened on the laptop, the researcher then creates a Canva account to be able to use the features in it.
- c. Researchers design using Canva to make it as attractive as possible by utilizing its features. This includes adding various images, videos, audio, and text containing prayer practice material. Researchers also select attractive templates, determine sketches, backgrounds, font types, background music, collect animated videos, and determine the use of dubbing during this design stage. Here is a preview of the interactive learning media design based on Canva:

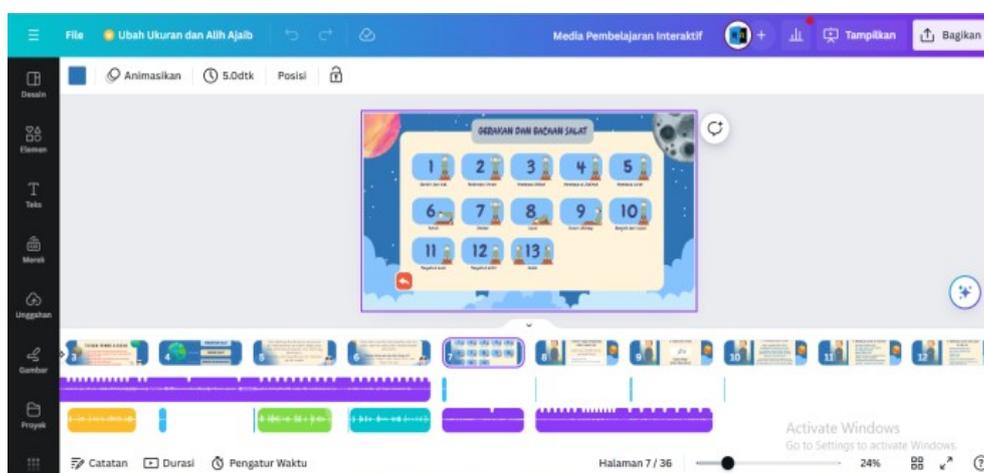


Figure 1. Hasil Desain Media Pembelajaran Interaktif

Development and Feasibility Testing

This stage is the product development stage, which includes: 1). Opening. At the opening, the first slide has a cover media with an interactive “start” button that, when pressed, directs the user to the second slide containing the main menu list of learning media. 2). Learning Objectives. The learning objectives menu section describes the learning objectives, which are displayed when the user presses the “learning objectives” button on the previous slide. This section describes the learning objectives to be achieved, accompanied by

dubbing (voice-over) by the researcher himself. 3). Learning Materials. The learning material used is practical material on prayer. The material menu contains three menus on the meaning of prayer, the rules of prayer, and the recitations and movements of prayer. The learning material is created per slide and then edited to be as interesting as possible, with the addition of a background with space-themed animations, animated videos of children practicing prayer, dubbing, and background music to make it more interesting and less boring. 4). Ice Breaking. In the “let's sing” menu, there is an ice breaking activity in the form of a singing video accompanied by music. Ice breaking is necessary to prevent students from getting bored during the lesson. 5). The ice breaking activity is in the form of a song titled “let's sing” complete with musical instruments. The video will play automatically when the menu is pressed, and students only need to read the lyrics and follow the melody. 6). Closing. In this closing section, there is a ‘Quiz’ menu, which is the end of learning using this interactive media. This section contains quiz questions related to the material that has been learned.

a. Product feasibility test

The results of the development of Canva-based learning media will then be assessed by lecturers who are experts in media and subject matter. The expert lecturers will assess the suitability of the product and provide input and suggestions for improvement so that the media can be tested on research subjects during the implementation stage.

b. Media Expert Validation

Media expert validation was conducted by three expert validators who are learning media lecturers. The results of the media expert validation are as follows:

Table 1. Media Expert Validation

Item	Validator			S1	S2	S3	ΣS	V	Description
	I	II	III						
Item 1-25	97	98	99	72	73	74	219	0,97	High/suitable

Table 1 above shows the results of the validation by learning media experts who assessed the design of the developed Canva media. In general, based on Aiken's analysis, the validation result was 0.97, which is categorized as "high" and suitable for use in the learning process.

c. Expert Validation of Material/Content

At the subject matter/content validation stage, the product is validated by curriculum experts who assess whether the content and material on Canva are in line with the Islamic Education curriculum for Grade 2 elementary school. The results of the subject matter validation are as follows:

Table 2. Expert Validation of Material/Content

Item	Validator			S1	S2	S3	ΣS	V	Description
	I	II	III						
Item 1-20	80	78	78	60	58	58	176	0,97	High/suitable

Table 2 above shows the results of content validation by experts. The results of the validation analysis using the Aiken formula show that all aspects of the material and content in the Canva media are 0.97 in the "high/acceptable" category. This means that the material or content displayed in the media is acceptable and appropriate.

Effectiveness Test Results and Product Implementation

Field Trial Phase

At this stage, the product that has been developed and has undergone a feasibility test by experts and has been declared feasible will be implemented or trialed. The media trial was conducted on 32 second-grade students. The Canva-based interactive learning media that has undergone validation by media and subject matter experts is as follows:

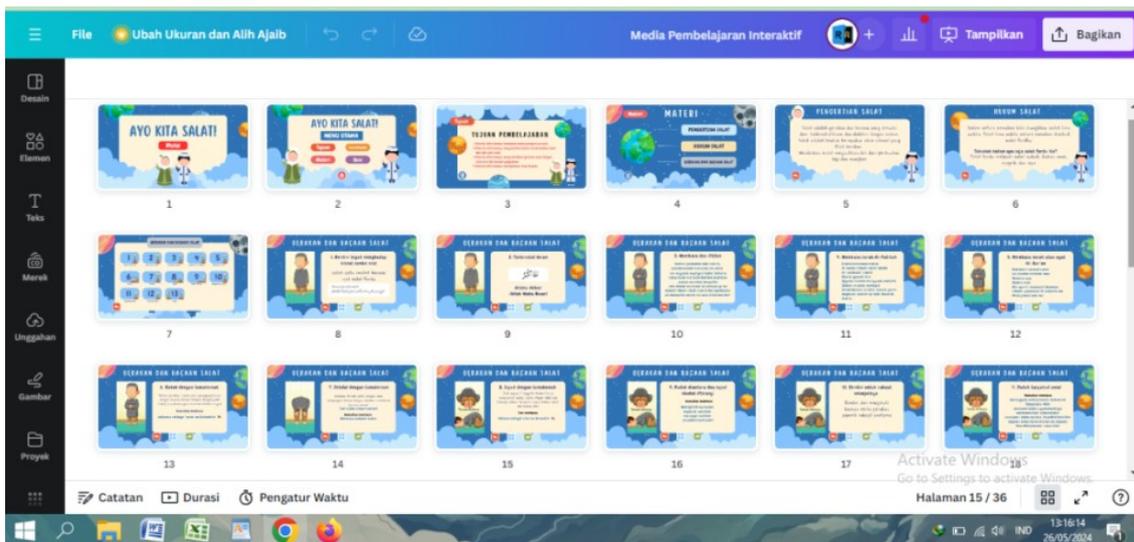


Figure 2. Interactive Learning Media Display Based on Canva

The trial was conducted in several stages. The first two meetings focused on improving the students' prayer movements, and the next two meetings focused on improving the students' prayer recitation skills. During the implementation stage, a large-scale experiment or trial was also conducted on 32 second-grade students. Prior to the product trial, a pre-test was conducted to determine the students' initial level of proficiency in practicing prayer, followed by a trial using the developed Canva media (post-test).

Analysis of Learning Gains

At this stage, an evaluation of the interactive learning media developed was conducted to determine whether the media was appropriate and effective in improving students' ability to practice prayer. The effectiveness of the learning media developed can be seen from the analysis of the experiment, namely by comparing the pre-test and post-test data.

The purpose of this analysis is to calculate the difference between the pre-test and post-test scores so that it can be determined whether the media developed is effective in improving the ability to practice prayer. The pre-test and post-test scores are as follows:

Table 3. N-Gain Score Analysis

Mean Post Test	Mean Pre Test	Mean Post – Pre	Mean Skor max (80-Pre)	<i>N-Gain Score</i>	N Gain Score %
71,90	57,56	14,34	22,43	0,65	65,86

Based on Table 3 of the N-Gain Score calculation, a value of 0.65 was obtained with a moderate category and 65.86% with a fairly effective interpretation. This means that it can be concluded that Canva-based interactive learning media is quite effective in improving the ability of second-grade elementary school students to practice prayer.

Discussion and Implications

Methodological Justification and Product Validation

This development research resulted in the creation of interactive learning media based on Canva. This media is used to help students improve their ability to practice prayer. Interactive learning media based on Canva is media that contains components such as images, audio, video, animation, slides, and others. The developed product has undergone several stages of testing and product revision based on comments, input, and suggestions for improvement provided by several experts. This Canva-based interactive learning media was developed using the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation.

From the results of the development of learning media products that have been validated by media experts and subject matter experts, the feasibility of the interactive learning media developed has been determined. The development of learning media is based on preliminary analysis and identification conducted prior to product development, with the aim of identifying the needs of educators and learners in the learning process. The product feasibility assessment or validation consisted of three assessment aspects, namely software engineering, learning design, and visual

communication. The results of the media expert validation in the first stage showed that four items from the learning design and visual communication aspects obtained a “moderate” validation result, namely in the interval of 0.4 - 0.79, as per the interval category in the Aiken formula. The other items representing the aspects of software engineering, learning design, and visual communication were categorized as “high/feasible,” with an interval of 0.8-1. After undergoing a revision stage based on input from media experts in general, based on Aiken's analysis, the validation result was 0.97 with a validity category of “high/feasible.” Meanwhile, the product material feasibility test consists of five aspects, namely learning objectives, learning materials, methods, resources, and learning activities. The results of the material expert validation analysis in the first stage showed that there were five items from the learning material and learning activity aspects with validation results still classified as “moderate” with values in the interval of 0.66 - 0.77, while the other items were categorized as “high/appropriate”. After undergoing the revision stage and the second stage of validation by material experts, the overall Aiken validation result was 0.97, categorized as “high/acceptable” validity. Therefore, based on this analysis, the interactive Canva media is suitable for use in the learning process.

The presentation of the validation/feasibility test results by media experts and subject matter experts shows that the developed media is feasible for use as interactive learning media in an effort to improve the ability of second-grade elementary school students to practice prayer. Feasible for use means that it is in line with the needs, which is in accordance with the research results stating that learning media will function well and effectively if its content is in line with the needs of educators and students.(Humaida & Suyadi, 2021) In addition, this study expands on previous research conducted by Ucu Purnamawanti, which shows that the use of Canva-based learning media at the elementary school level can improve students' cognitive and motor skills. While Ucu Purnamawanti focused on cognitive improvement,

namely the learning outcomes of students in science subjects, this study specializes in the use of Canva as an effort to improve motor skills, namely the ability to practice prayer for elementary school students. Interactive media has the potential to support teachers in organizing a structured learning process, so that the delivery of material does not need to be done comprehensively because it can be divided with the help of media.(Asela, 2020)

Media Effectiveness in Skill Enhancement

The results of testing interactive learning media based on Canva, which has been evaluated by media and subject matter experts, show that this learning media is effective in improving the ability of second-grade elementary school students to practice prayer. As analyzed using N-Gain, a score of 0.65 was obtained, which is categorized as moderate, and 65.86% was interpreted as quite effective, meaning that Canva-based interactive learning media is effective in improving the ability of second-grade students to practice prayer.

Contribution and Practical Implications

The results of this study indicate that the use of Canva-based interactive learning media can improve the ability of second-grade elementary school students to practice prayer. These findings support Jean Piaget's constructivist learning theory, which states that children learn most effectively through direct interaction with the material and through relevant experiences.(Romadhona et al., 2023) The interactive media developed allows students to learn how to pray through simulation and visual interaction, which reinforces their understanding.

This study is also in line with Mayer's findings on multimedia principles in learning. Mayer states that learning will be more effective if information is conveyed through a combination of text, images, and audio that complement

each other.(Damayanti, 2013) In this study, Canva was used to combine visual and audio elements in one platform, which proved to help students remember and practice the movements and recitations of prayer better. The use of Canva as a learning medium can enhance teachers' creativity in preparing materials and facilitate the process of delivering them. Canva not only makes it easier for students to understand the material or message through text or video, but also increases their interest and motivation towards the lessons presented in this medium.(Hasmia et al., 2023)

Overall, the results of this study support and expand on previous research theories regarding the use of technology in education. These findings provide strong evidence that Canva-based interactive learning media is not only effective in improving the ability of second-grade elementary school students to practice prayer, but also provides a concrete example of how technology can be applied positively in the context of religious education. This study makes an important contribution to the development of more innovative and effective learning methods in the future.

Conclusion

The interactive learning media based on Canva that was developed is suitable for use in learning, as validated by experts. The Aiken analysis result was 0.97 with a high validity category. Three subject matter experts also stated that the content was suitable with an Aiken analysis value of 0.97 with a high validity category. The results of testing the Canva-based interactive learning media using N-Gain obtained a score of 0.65, categorized as moderate, and 65.86%, interpreted as quite effective, meaning that the Canva-based interactive learning media is effective in improving the ability to practice prayer.

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