

## The Relationship between Canva-Based Iqra' Learning Activities and Students' Quranic Reading Ability

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**Abstract:** The aim of this research is to examine the relationship between students' activities in use the Iqra' method based on Canva media in Reading and Writing the Al-Qur'an learning and their ability to read the Al- Qur'an (in class VII SMPN 52 Bandung City). The approaches used in this research was quantitative, involving Class VII students at SMPN 52 Bandung City, with a correlational type of research. The data collection tools are through observation, interviews, tests (oral and written), questionnaires, and correlation analysis calculations using Pearson product moment. The results of this research found that learning activities regarding the ability to read the Al- Qur'an in class VII students were both at a moderate to good level. Furthermore, the results of statistical calculation analysis found that the level of correlation between learning activities and the ability to read the Al-Qur'an was in the medium category. This shows that the higher level of student involvement in digital *Iqra*-based Reading and Writing the Al-Qur'an learning can be associated with better Al-Qur'an reading abilities. Therefore, it can be concluded that the integration of digital media such as Canva in Reading and Writing the Al-Qur'an learning, can support student involvement and contribute positively to Islamic religion education learning, which is supported by digital and interactive media.

**Keywords:** Activities; Students; Abilities

DOI: <https://doi.org/10.15575/ath.v10i2.51546>

Received: 10, 2025. Accepted: 11, 2025. Published: 12, 2025.

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## INTRODUCTION

Education according to Ki Hadjar Dewantara (Father of Education in Indonesia), is a demand in the life of children's growth, with the intention of guiding all the natural forces that exist in students so that they become human beings and members of society can achieve the highest safety and happiness in life (Darmadi, 2018). As for Islamic Religious Education is one of the educations in Indonesia that has an important role in the national education system, as Darajat explains that Islamic Religious Education is an education in which there is an application by adjusting according to Islamic teachings and is a form of care for students after completing their education can understand and practice the teachings of Islam and make it a way of life (Kurdi, Syuaeb, & Aziz, 2006).

Reading and Writing the Al-Qur'an is a part of Islamic Religious Education and has been studied for a long time, especially in Class VII of SMPN 52, Bandung City. One of the methods used in Reading and Writing the Al-Qur'an learning is the Iqra' Method.

By using the Iqra' method, educators are able to teach and guide students from simple to difficult stages. According to Ramayulis and Samsul Nizar, one of the strategic steps in the Iqra' learning method is Active Student Learning Method. By using this method, students are required to be active and participate in Islamic Religious Education-Reading and Writing the Al-Qur'an learning.

As time goes by, as a characteristic of the era of globalization, science and technology are developing rapidly and becoming increasingly sophisticated, especially today. Therefore, the role of educators is essential in developing technology-based learning, particularly in 21st-century learning.

In the 21st century, education, in particular, has undergone fundamental changes. Therefore, educators must demonstrate that differences in time are not a challenge to developing students' talents and potential, especially in the era of globalization. This century places high demands on developing human resources, therefore, teachers must be innovative in the learning process (Hasibuan & Prastowo, 2019).

In the Reading and Writing the Al-Qur'an learning process, the use of learning media is a crucial factor in improving the quality of learning. This is due to technological developments in education, which demand efficiency and effectiveness in learning (Kristanto, 2016). One such platform is *Canva*, which serves as a *platform* for creating graphic designs for learning media that can be utilized in the Reading and Writing the Al-Qur'an learning process.

One such platform is *Canva*, which is a *platform* for creating graphic designs for learning media that can be used in the Reading and Writing the Al-Qur'an learning process. The *Canva application* also contributes to the development of features for learning media, namely *Canva. for Education* which began to be developed in 2021.

*Canva* app can improve the quality of learning and foster student and teacher creativity in providing learning media. Its use as a medium can facilitate students' achievement of 21st-century skills, which meet the criteria for creating varied and non-monotonous learning. With the *Canva app*, educators can become

more creative, which helps them create learning media, making learning more engaging and enjoyable (Rahmayanti & Jaya, 2020).

Canva application is also involved in creating features for learning media, namely *Canva* for Education, which began development in 2021. The *Canva application* can improve the quality of learning and foster student and teacher creativity in providing learning media. Its use as a medium adequately facilitates students' achievement of 21st-century skills, meeting the criteria of creating varied and non-monotonous learning, utilizing multiple resources, and leveraging technology to achieve learning objectives. It is quite *simple* to use, easy to use for various groups, and does not require in-depth design skills or complex technical experience in creating attractive (Hamidah, 2024).

Based on preliminary research, the researcher has conducted an interview with one of the Islamic Religious Education teachers of Class VII, as well as direct observation of Class VII students at SMPN 52 Bandung City, which is one of the first formal secondary education institutions that was established in 2004 and inaugurated by the City Government (Bandung City Government). The number of students used as samples in this study involved 50 students consisting of two classes.

In this Reading and Writing the Al-Qur'an learning, the Islamic Religious Education teacher chose one of the interactive media, namely a combination of methods and media, namely the use of the Iqra' method based on *Canva Media*, because considering the condition of the students; (1) On average, students still stutter or are not yet fluent in reading the Al- Quran both in terms of *Makharijul Huruf*, *shifatul huruf*, letter shapes, letter reading marks and *tajwid*, (2) On average, students cannot write the hijaiyah letters either separately or connected, and (3) Students still cannot differentiate the punctuation marks of the hijaiyah letters, and 4) Students tend to be more interested in interactive media-based learning.

Therefore, in this Reading and Writing the Al-Qur'an learning, the Islamic Religious Education teacher has used a combination of the Iqra' method with *Canva media*, as according to the theory there are steps in using the Iqra' Method that must be applied by educators to students in teaching Reading and Writing the Al-Qur'an as follows:

1. Volume 1: Initial introduction to Hijaiyah letters with fathah harakat and how to pronounce the letters correctly.
2. Volume 2: Learning continuous letters and long reading (mad).
3. Volume 3: Introduction to the kasrah and *dhammah harakat*, as well as the differences between long and short readings.
4. Volume 4: Learning the *harakat tanwin* and *sukun*, as well as an introduction to the rules of *qolqolah* and other *mad*.
5. Volume 5: Introduction to the *alif lam qomariah*, *alif syamsiah*, *gunnah*, and the reading of letters with various harakat. The rules of *idgham* (combination) of *nun mati* are also taught.
6. Volume 6: Continuation of learning about the rules of the dead, especially about *ikhfa* (concealment) and determining the place to stop (*waqaf*) when reading

Next in using *Canva Media* of course, there are functions and benefits in Reading and Writing the Al-Qur'an learning that can be combined with the Iqra' Method, namely as follows:

1. Making Teaching Materials
2. Helps attract attention and motivate students to learn.
3. Has directional guidelines and a structured learning sequence.
4. Can help with accuracy and precision in delivering material and presenting learning materials.
5. Can help present concrete material, especially abstract learning material.
6. Make it easier for students to understand the lesson material presented in a structured manner through learning media.
7. Create a fun and non-boring learning atmosphere, so that students can focus more on following the learning.
8. Providing awareness to students with the presence of learning media that is presented in a variety of ways, so that a good and optimal learning process occurs.

In this case, it is in accordance with the explanation of the steps of the Iqra' method and the function of the *Canva media*. in Reading and Writing the Al-Qur'an learning, and the use of both has been done repeatedly, namely it is hoped that; (1) Making Reading and Writing the Al-Qur'an learning more enjoyable, (2) The delivery of material does not seem monotonous so that students can be active, and (3) The material can be understood by being equipped with certain features so that it seems interesting.

However, in reality, after the use of the *Canva -based Iqra' method took place* repeatedly with maximum effort, there are still shortcomings that researchers have found, such as: The value of Reading and Writing the Al-Qur'an learning is still below the KKM, which is proven by; (1) Students are still hesitant or not yet fluent in reading the Al- Quran, both in terms of *Makharijul Huruf, shifatul huruf*, letter shapes, letter reading marks and *tajwid*, (2) On average, students cannot write the hijaiyah letters either separately or connected, and (3) students still cannot differentiate the punctuation marks of the hijaiyah letters.

So, based on the description above, the author is interested in researching student learning outcomes that have a relationship with learning motivation, which the author stated in the title: Student Activities Using the Iqra' Method Based on Canva Media in Reading and Writing the Al-Qur'an Learning and Its Relationship with the Ability to Read the Qur'an (Correlational Research in Class VII of SMPN 52 Bandung City).

## RESEARCH METHODS

This research uses a quantitative approach to align with the problem and objectives of the study, aiming to examine the causal (cause-and-effect) relationships between variables and the object being studied. Therefore, this method has been used for a long time and has become a traditional research method (Sugiyono, 2017).

The research method used in this study is correlation, which aims to measure the presence or absence of a relationship between two or more variables

proposed by the researcher using valid or reliable measurements. Therefore, this study requires tools that can measure accurately, such as statistics to measure the degree of correlation.

Based on the title and formulation of the problem, this study consists of two independent variables and one dependent variable, namely variable X (student activity in Reading and Writing the Al-Qur'an learning) and Y (their ability to read the Qur'an). The subjects taken in this study involved class VII students of SMPN 52 Bandung City. The sample in this study amounted to 50 students taken from a total of 299 students.

In this study, the data obtained on variable X, by directly delivering questionnaires to respondents at SMPN 52 Bandung City, which became the sample in this study class VII (A and B) by distributing questionnaires totaling 20 questions. Each questionnaire was given to respondents and it was expected that respondents could fill in the statements submitted according to the actual situation, and the results were processed into useful data for further research.

As for data collection on variable Y (Ability to read the Qur'an), by providing oral and written tests referring to the assessment of indicators such as: accuracy of reading, *makhrijul huruf*, *tajwid*, *tartil*, and *kepasihan*. This assessment aims to measure the ability to read the Qur'an, which will then be processed through statistical calculations, in order to find out the description of each variable, as well as measure the presence or absence of influence by using the *product correlation test. moment Pearson*.

## RESEARCH RESULT AND DISCUSSION

Student activities in learning are activities or behavior that occur during the teaching and learning process, activities that lead to the learning process such as: being able to ask questions, submit opinions, complete tasks from educators as a form of responsibility, answer questions given by educators, and work together (in discussions and group work) (Gilang, 2016).

Based on the explanation above, it can be seen that learning activities are behavioral changes in individual students as well as the process of student interaction with other students, thus enabling them to adapt to their environment. Therefore, physical and spiritual conditions must influence each other because learning activities do not only involve the physical, because spiritual activities also involve mental and psychological states must also be involved.

In line with this, research findings in the field, specifically in Class VII of SMPN 52 Bandung City, showed that Reading and Writing the Al-Qur'an learning activities were carried out using the *Iqra'* method based on *Canva media*. Therefore, in Reading and Writing the Al-Qur'an learning, teachers use a method that is quite well-known among the community, namely the *Iqra'* method.

Theoretically *The Iqra'* method is one method that can facilitate students in practicing reading the Qur'an and emphasizes active participation in students, using an approach called the Active Student Learning Method, where students are encouraged to actively learn (Hayati, 2019). In addition, there is a need for teachers to be creative, namely by being able to use learning media which is the

most important thing in implementing learning. One of them is the *Canva* media. which is one of the many interactive media, in its use the *Canva* application is a creativity and collaboration tool for all classes, and the only design platform needed for classes to continuously develop creative and collaborative skills, making visual learning and communication easy and fun.

There are steps in using the *Iqra'* method, as follows: 1) Giving examples of reading pronunciation, 2) Correct reading of the Qur'an in accordance with Mahkhorijul Letters, 3) Pronunciation of example letters must be clear and communicative, 4) Giving questions related to the material being studied, 5) Introduction to hijaiyah letters along with letter punctuation, 6) Learning cursive letters, 7) Learning the legal rules of Tajwid (Mad, Qalaqalah, Ghunnah, Lam Tarief, Nun Mati and Mad Others), and 8) Waqf learning (Budiyanto, 1995). Likewise in the use of *Canva* media there is The function of using this interactive media is as follows: 1) Creating teaching materials, 2) Helping to attract attention and motivate students to learn, 3) Having a structured learning direction and sequence, 4) Can help with accuracy and precision in delivering materials and presenting learning materials, 5) Can help present concrete materials, especially abstract learning materials (Wahyuni, 2023).

The quote above can be concluded that in Reading and Writing the Al-Qur'an learning, the teacher has carried out teaching activities using the steps for using the *Iqra'* method and combining *Canva* media with the steps mentioned above.

In learning activities, it is of course related to students' ability to follow the learning process. Theoretically, is a person's ability, skill, and strength to do a job by their own efforts. In the big Indonesian dictionary, ability comes from the word mampu which means can or able, then gets the prefix ke- and the suffix an - which then makes ability have the meaning of mastering which comes from a noun which is arbitrary.

This can be interpreted as meaning that ability is the student's capability to participate in learning based on their skills. Therefore, the ability referred to here is the ability to read the Quran, with the goal of implementing Quranic learning according to the method used.

Thus, the relationship between student activities using the *Iqra'* method based on *Canva* with their ability to read the Qur'an, of course they cannot be separated because both have an influence on each other.

Interpreting the relationship between student activities using the *Iqra'* method based on *Canva*, the author has collected data by distributing questionnaires by asking 20 questions to 50 students from class VII (A, and, B) of SMP 52 Kota Bandung.

The questionnaire used in this study includes: 1) *Visual activities*: reading, paying attention to pictures, 2) *Listening Activities*,: listening: description, conversation, 3) *Writing Activities*,: writing stories, essays, reports, copying, 4) *Motor Activities*,: conducting experiments, making constructions, models, 5) *Mental Activities*,: responding, remembering, solving problems, 6) *Emotional Activities*: feeling bored, nervous, daydreaming, brave, and calm. Then, based on these indicators, the researcher proposed 20 questionnaire items.

The analysis was carried out using the average calculation, then interpreted using the assessment scale.

To find out the overall X variable, it can be concluded that the average value of student activity using the Iqra' method based on *Canva* is:  $(3.78 + 2.96 + 4.04 + 3.56 + 3.16 + 3.49 + 3.01) = 24:7 = 3.43$ . This means that in general, student activity is categorized as **Good** because it is at 3.40-4.19.

The results of the calculations above can be concluded that the data on variable X (student activities using the *Canva -based Iqra method*) is normally distributed. Based on the calculations above, it is known that the Mean price is (69.06), Median (70.00), Mode (71), Standard Deviation (6.425), Maximum (85), Minimum (54), and Range (31).

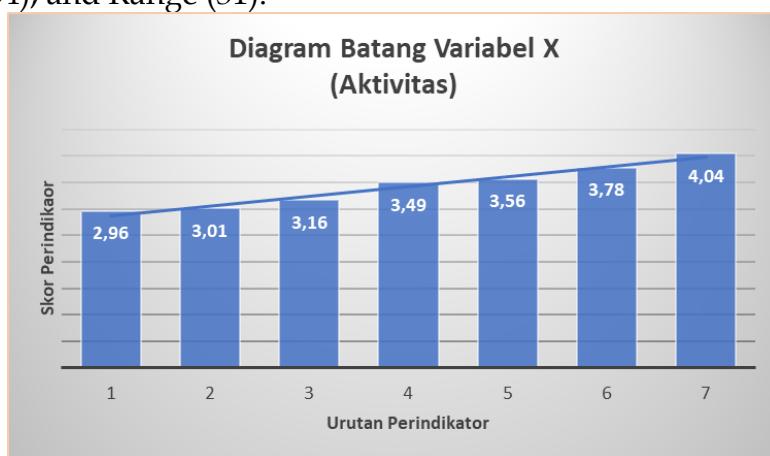


Figure 1. Diagram of Variable X

Furthermore, for the ability to read the Qur'an, the author conducted a written and written test to 50 students in grade VII (A, and, B). The questionnaire used in this case includes 4 indicators, namely: 1) *Makharijul Huruf*, 2) Mastery of Tajweed, 3) Fluency in reading, 4) Tartilan in reading, and 5) Correct and incorrect writing of *Kitabah* letters. Then the author submitted 20 test items for these aspects. To find out the overall Y variable, it can be concluded that the average value of their ability to read the Qur'an is  $(3.56 + 3.59 + 3.38 + 3.43 + 3.50) = 17.46: 5 = 3.49$ . This figure is on an interval scale of 3.40-4.19. This means that in general, student motivation in the Islamic Religious Education subject is categorized as **Good** because it is at 3.40-4.19.

The results of the calculations above can be concluded that the data for variable Y (ability to read the Qur'an) is normally distributed. Based on the calculations above, it is known that the Mean price is ( 70.84), Median (70.00), Mode (60), Standard Deviation (9.968), Maximum (90), Minimum (55), and Range (35).

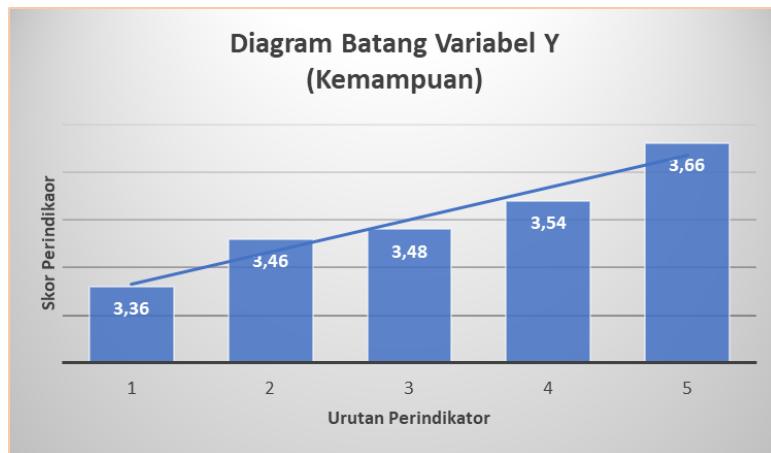


Figure 2. Diagram of Variable Y

Based on the explanation above, that in Reading and Writing the Al-Qur'an learning, teachers have taught using the steps of using the Iqra' method by combining Canva media to assess their ability to read the Qur'an, as mentioned above. However, in reality, the results of the analysis show uneven improvements in this variable indicator, this indicates that there is a gap between theory and the results of observations in the field, such as: students often feel bored when learning *Makharijul Huruf*, low motivation, and lack of knowledge of letters containing *Makharijul Huruf*, learning methods are less varied, and lack of knowledge of letters containing *Makharijul Huruf*, the condition of each student on average feels (tense, anxious, and afraid) when tested on their reading.

Therefore, to determine the relationship between Variable X and Variable Y, the researcher first conducted a normality test on each variable, Variable X and Variable Y by finding out the total score obtained by each student. Next, the normality test was carried out which began by determining the range (R), Class Interval/number of classes (K), Class Length (P) and the frequency distribution table.

Based on the calculations that have been done, it is known that the variable X sig. (2-tailed) is  $0.200 > 0.05$ , which means it is normally distributed, in other words,  $H_0$  is accepted and  $H_a$  is rejected, then the variable X (Student Activities in Using the Iqra' method based on Canva media in Reading and Writing the Al-Qur'an Learning) is normally distributed. Meanwhile, the variable Y sig. (2-tailed) is  $0.66 > 0.05$ , which means it is normally distributed, in other words,  $H_a$  is accepted and  $H_0$  is rejected, then the variable Y (Ability to Read the Qur'an) is normally distributed.

Next, a linear regression equation was performed to determine the certainty of the relationship between Variable X and Variable Y, whether there was a linear relationship or not. From the calculation, a significance level of  $0.001 > 0.05$  was obtained, meaning there was a relationship between Variable X and Variable Y, in other words, this research was linear.

Based on the correlation coefficient value of the two variables in this study, Variables X and Y have a sig. (2-tailed) value of  $0.467 < 0.05$ , because the sig. (2-tailed) value  $< 0.05$  means that there is a significant relationship between Variable

X and Variable Y. In addition, the level of Student Activity in Using the Iqra' method based on Canva media in Reading and Writing the Al-Qur'an learning by Reading the Qur'an for class VII students of SMPN 52 Bandung City was interpreted, a correlation figure of 0.496 was obtained, so the level of correlation strength or correlation relationship was sufficient because it was between the interval 0.41 - 0.60.

After that, calculating the calculated  $t$  and  $t$  table, it was obtained  $(3.962) > t$ -table  $(1.677)$ . The final step was to calculate the coefficient of determination to determine the magnitude of the relationship between Variable X and Variable Y with the results obtained being 25% (0.25), so there are still 75% other factors that influence.

Based on the interpretation of the relationship between Variable X and Variable Y, it shows that there is a relationship between Student Activities in Using the Iqra' method based on Canva media in Reading and Writing the Al-Qur'an learning and Reading the Qur'an in Students.

The next step in this research will measure whether or not there is a relationship between student activities in using the Iqra' method with *Canva media*, in Reading and Writing the Al-Qur'an learning, its relationship with the ability to read the Qur'an at SMPN 52 Bandung City. From the results of the normality test calculations on the data of the two variables studied, both were normally distributed, while for correlation analysis the following steps are required:

Linear regression analysis was conducted to determine the relationship between student activities using the Canva -based Iqra' method in Reading and Writing the Al-Qur'an learning and the ability to read the Qur'an in class VII of SMPN 52 Bandung City. The significance value was  $0.0647 > 0.05$ . This means that the regression is linear or there is a relationship between Variable X and Variable Y.

Simple Regression Test is used to test the effect of one independent variable, namely "Student activity using the Canva -based Iqra' Method in Reading and Writing the Al-Qur'an learning" on the dependent variable, namely "Ability to Read the Qur'an". Requirements for Simple Linear Regression Test Data must be valid and reliable and come from primary data. Data must also pass the basic assumption test which includes the normality test and linearity test. It can be seen if the significance value is 0.001. Because 0.001 is smaller than 0.05, it can be concluded that the variable of student activity using the Canva-based Iqra' method in learning has a relationship with students' ability to read the Qur'an.

Furthermore, testing the coefficient, it can be seen that the Pearson correlation value is 0.496. This means that student activity using the Canva-based Iqra' method in Reading and Writing the Al-Qur'an learning by reading the Qur'an, Bandung has a **sufficient correlation** because it is on a correlation scale of 0.41 - 0.60. The percentage of the research results of student activity using the Canva-based Iqra' method in Reading and Writing the Al-Qur'an learning and the ability to read the Qur'an is 25% of students' ability to read the Qur'an, while the remaining 75% is influenced by other factors.

Based on the results of the calculation of the output data in tables 4 and 10 above, it can be seen that the calculated t-value is 3.962, while the t-table is 1.677, which is obtained

For the hypothesis, it is known from the degrees of freedom that the number of respondents is reduced by 2 (50-2 = 48). Therefore, it can be seen that  $t_{count}$  (0.556)  $>$   $t_{table}$  (1.677). Thus, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted (there is a significant relationship between student activities using the *Canva* -based *Iqra'* method in Reading and Writing the Al-Qur'an learning and the ability to read the Qur'an).

## CONCLUSION

Based on the results of the analysis and discussion of student activities in using the *Iqra'* method based on *Canva* media in Reading and Writing the Al-Qur'an learning by reading the Qur'an in Class VII of SMPN 52 Bandung City, student activity in using the *Iqra'* method based on *Canva* media in Reading and Writing the Al-Qur'an learning is classified as good because the average value is 3.43 because it is at 3.40-4.19, although the number 3.43 is in the good category but this number is still at the lower limit of 3.40. As for the contributing factors, students tend to feel bored or tired in the implementation of Reading and Writing the Al-Qur'an learning. In order for learning to be more interesting, teachers can use the Active, Innovative, Creative, Effective, and Fun Learning system, so that students are more active in participating in learning with innovative methods so that learning objectives are aimed at, such as developing a fun learning system, and providing *rewards*. in the form of a gift to appreciate their self-confidence. So it is necessary for teachers to create a comfortable learning environment, and it is necessary for teachers to always be more creative and innovative in creating a livelier classroom atmosphere.

The ability to read the Qur'an is classified as good because the average value is 3.49 because it is at 3.40-4.19, although the number 3.49 is in the good category, but this number is still at the lower limit of 3.40. As for the causal factors, researchers have found that some students have difficulty in understanding *tajwid* and *Makharijul Huruf*. In order for the quality of Reading and Writing the Al-Qur'an abilities to be good, of course, teachers must adjust the use of methods according to the conditions of students, so that the use of the right method will affect the quality of their reading, it is necessary for teachers to always repeat with certain and varied methods, and So it needs improvement and evaluation by teachers in guiding their reading.

The relationship between student activity using the *Iqra'* method based on *Canva media* in Reading and Writing the Al-Qur'an learning with Reading the Qur'an is correlated at a sufficient level, namely 0.496 in the interval of 0.41-0.60, the hypothesis is obtained  $t_{count}$  (3.962)  $>$   $t_{table}$  (1.677). The linear test is significant at  $0.0647 > 0.05$ . This means that it can be said that the regression is linear or there is a relationship between Variable X and Variable Y. The linear regression test can be known if the significance value is 0.001. Because 0.001 is smaller than 0.05, it can be concluded that the student activity variable using

Canva -based Iqra' method in learning is related to students' ability to read the Qur'an. Furthermore, the linear equation test with a constant of 19.975 means: "If the student activity variable using the Canva -based Iqra' method (X) has a value of 0, then the student's ability to read the Qur'an (Y) has a value of 19.975. Student Activity (X) The coefficient value for student activity (variable X) is 0.750. This means that if student activity (variable X) increases by 1%, then the ability to read the Qur'an (variable Y) increases by 0.750. Because student activity (variable X) has a positive value, it means that there is a unidirectional relationship between student activity and the ability to read the Qur'an. The final step is to calculate the coefficient of determination to determine the magnitude of the relationship between Variable X and Variable Y with the results obtained at 25%, namely *internal factors*, such as: teachers can use the Active, Innovative, Creative, Effective, and Fun Learning principle, so that students are more active in participating in learning with innovative methods, and the use of the Iqra' method based on *Canva media* in Reading and Writing the Al-Qur'an learning activities is carried out by repeating, aiming to strengthen their understanding. Then 75% that influence it, namely external factors, such as: the need for repetition exercises that are carried out continuously when outside of learning hours, especially in the home environment, and support from the family environment at home, namely the role of parents who can motivate and monitor the development of the ability to read the Qur'an.

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