

## **Utilization of the Canva Platform as a Project-Based Learning Strategy on Quranic Verses in Madrasah**

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### **Abstract**

In a time of ever-changing education, technology is essential for improving the learning experience. The objective of this research is to examine how the Canva platform is utilized as media for implementing project-based learning in the instruction of Qur'anic verses related to patience and optimism at MTs Bustanul Arifin, particularly in class VII A. The research method used a qualitative approach with a field research design. The subjects in this study consisted of 2 Islamic Religious Education teachers and 32 class VIIA students. Data were collected through observation, interview, and documentation techniques, then data analysis was carried out systematically through the stages of data condensation, data presentation, and conclusion drawing. Teachers act as the main informants in providing information related to the learning strategies used, while students become additional data sources through active participation in the observed learning process. The results suggest that Canva has the potential to boost student participation and curiosity by providing interactive and imaginative educational opportunities. Several obstacles were recognized, such as challenges in replicating Qur'anic text, a lack of design expertise, and time management difficulties when finishing the tasks. Nonetheless, implementing Canva as a project-based learning approach fosters the enhancement of 21st-century skills like critical thinking, teamwork, effective communication, and innovation, all while enhancing the quality of learning experiences. The study's findings suggest that incorporating technology into education can enhance students' comprehension of the subject matter more practically and contextually, leading to increased motivation and improved learning outcomes.

**Keywords:** canva platform, madrasah, project-based learning strategy, quran verse

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## **A. Introduction**

The advancement of information technology has led to notable transformations in different areas of life, such as education. In the field of education, technology has brought forth many advancements that improve the quality of learning methods and student results (Alimuddin et al., 2023). One increasingly adopted innovation is Project-Based Learning (PjBL), which emphasizes active learning through direct experiences and the creation of tangible products (Anderson & Krathwohl, 2001). In this specific situation, the use of digital tools such as Canva is increasingly crucial for supporting educational efforts. Canva provides a wide range of options for developing appealing and interactive online content, making it possible for users to do the same even if they lack expert technical skills (Yuliana, 2023; Pelangi, 2020). The platform acts as an easily used source of material to support educators who want to create fun learning content without extensive design knowledge. Apart from that, Canva is a positive addition to conduct Project-Based Learning because there are several visual design choices that allow students to creatively express their knowledge (Gusmariyah, 2022).

In addition, the use of visual technology, such as Canva, in project-based learning confirms the work of Mayer (2005) on a Cognitive Theory of Multimedia Learning, emphasizing the importance of combining visual and textual content for the best possible learning outcomes because the brain processes via using visual and text content. Project-based learning approaches are becoming increasingly popular in education. This strategy enables the students to learn by experiencing, and the produced work can be exhibited. Project-based learning emphasizes the enhancement of critical thinking, collaboration, and problem-solving skills relevant to everyday life (Anderson & Krathwohl, 2001). The use of platforms like Canva in the implementation of project-based learning can foster creativity in students and reinforce their understanding of the material being studied. Canva aids teachers and students in designing learning media more easily. According to Triningsih (2021), Canva facilitates teachers and students in carrying out technology-based learning processes, provides skills, and encourages creativity.

In Islamic Religious Education (IRE), particularly in teaching the values of patience and optimism through Qur'anic verses, project-based learning approaches supported by digital platforms such as Canva present an effective strategy. Rismawati & Jabar (2023) assert that the values of patience and optimism are essential components in the formation of students' character. Therefore, the use of Canva in project-based learning in Islamic schools not only strengthens academic understanding but also supports the internalization of Islamic values in a more contextual and applicable manner (Rochima, 2025). Having patience and optimism is vital for everyone when dealing with the challenges that life presents. Endurance and self-control in difficult situations are what patience entails, and it plays a significant role in one's faith in Allah, with the expectation of eventual rewards. In the meantime, hopefulness signifies a bright view, involving belief in reaching positive results and readiness to accept oneself. The relation between these two qualities is crucial to nurturing mental resilience through the eyes of the Qur'an (Ramli, 2024). The use of resources that place emphasis on the importance of patience and optimism, combined with technology such as Canva for learning with projects in Islamic education, is expected to have a positive effect on students' understanding and internalization of the values in a more profound manner (Maulidha & Dartim, 2023).

Care should be taken on how to teach concepts of patience and positivity in the Qur'an with regard to the various ways that students learn. It is important to realize different styles of learning, as indicated by Rahman (2022), to improve focus and the nurturing educational environment. Knowledge of the learning inclinations of students can result in better returns in Qur'anic studies. A project-based approach can help achieve this by promoting collaboration among students, encouraging the development of projects, and exploring verses that relate to the topic. This allows students to engage more deeply and apply the lessons in their everyday lives, as noted by Dewi (2020). Such tools as Canva can improve the students' level of creativity because they are able to create infographics, which makes the information much easier to understand and to realize.

The Canva platform can be used in project-based learning to enable students to realize the verses from the Qur'an that emphasize patience and optimism in Islamic schools. Using Canva, students are able to create presentations/posters/infographics to fully express the meaning of these verses visually. This activity not only develops their graphic design skills but also allows them to interpret the texts more visually and creatively, aiding their comprehension of the material (Rahman, 2021). Furthermore, engaging in this task can improve students' communication skills as they share their insights with classmates and may also increase their interest in writing (Siswanjaya, 2021). A study by Hasanah and Ramadhan (2022) suggests that the use of Canva in religious education can increase students' motivation to learn and help students to understand religious concepts more deeply, through the use of interactive visuals. Besides, the outcomes by Selamat & Muhibbin (2025) reveal that the incorporation of Canva into project-based learning will enhance creativity and learning among students at various educational levels.

Part of project-based learning forms important skills for the 21st century: critical thinking, teamwork, communication, and creativity (Undari, 2023). Students feel encouraged to work in groups, collaborate in creating materials, and present their projects to their peers when working on a project through the Canva platform. This approach not only addresses cognitive skills but also nurtures social and emotional aspects important for character development, such as patience and optimism (Suhendar, 2019). Research by Yusikah and Turdjai (2021) has shown that incorporating project-based learning into education can enhance students' motivation and active involvement in their learning experiences, leading to increased creativity and engagement as they complete their assignments. Using Canva in a project-based learning can make learning to become joyful and meaningful for learners and reinforce the values being taught. This research aims to expand the current literature by explaining how Canva can be used in a particular way in project-based learning within the context of Qur'anic education at Islamic schools, with a focus on the virtues of patience and optimism.

This research aims to conduct in-depth research on how the Canva platform can be used as a strategy in project-based learning that focuses on Qur'anic verses about perseverance and hope. The use of Canva in education is expected to make students more interested and engaged, and they will understand religious teachings more interactively and creatively. In addition, this study could have a positive impact on the development of PAI, giving educators the opportunity of educators to learn how technology can be used to make the learning process more pleasant and

relevant, as well as satisfy the needs of current students and relate to their everyday life.

## **B. Literature Review**

The Project-Based Learning approach has long been recognized as an effective instructional model that fosters higher-order thinking skills and active student engagement. PjBL enables learners to analyze, evaluate, and create meaningful products rather than merely receiving information passively (Anderson & Krathwohl, 2001). PjBL also encourages students to collaborate in solving real-world problems and present their learning outcomes in the form of tangible projects, thereby demonstrating their understanding of academic content (Bell, 2010).

With the advancement of digital technology, tools such as Canva have become integral in supporting PjBL implementation. Canva is an effective tool for both teachers and students to create engaging and interactive instructional materials (Yuliana, 2023). Its user-friendly interface and accessible design templates make it widely adopted across educational levels, as it does not require advanced graphic design skills. Canva contributes to increased student involvement by allowing them to communicate their ideas through visually expressive formats (Gusmariyah, 2022).

Nevertheless, most studies, including those by Yuliana (2023), Gusmariyah (2022), and Triningsih (2021), remain largely descriptive. These works primarily document user experiences and perceived benefits, without conducting an in-depth analysis on how Canva influences learning outcomes or strengthens the internalization of educational values. Canva enhances student creativity in expressing ideas; however, she did not evaluate whether this creativity translates into conceptual understanding or behavioral changes (Triningsih, 2021). Moreover, the current literature lacks comparative studies that assess the effectiveness of Canva against other visual learning tools within PjBL settings. This indicates a gap in empirical research regarding Canva's measurable impact as part of a comprehensive and evaluative PjBL strategy.

In the context of Islamic Religious Education (IRE), Canva has also begun to be utilized as a visual medium for abstract concepts. Using Canva in IRE lessons increases student interest, particularly because attractive visuals can bridge normative content with students' everyday realities (Hasanah & Ramadhan, 2022). Similarly, Canva helped students understand moral values embedded in hadiths on patience in a more concrete way (Maulidha & Dartim, 2023). However, these studies remain exploratory and have not investigated in depth how the internalization of religious values occurs through visual media in a PjBL framework. Furthermore, there is a notable absence of research exploring how students process and express Islamic values such as patience, perseverance, and positive thinking independently through self-designed visual projects using Canva. Previous studies have also yet to examine the role of teachers in facilitating value reflection through Canva-based project learning. This signifies a critical gap in understanding the integration of PjBL, digital visual tools, and Islamic character education.

Cognitive Theory of Multimedia Learning provides a relevant framework for understanding the integration of visual and verbal channels in education. The theory suggests that learning is more effective when information is presented through both visual and auditory modalities simultaneously (Mayer, 2005).

However, few studies have explicitly linked Mayer's principles to the religious learning context, particularly in PjBL settings using Canva. This opens an opportunity for research to explore whether combining Canva-based visualization with project-based activities effectively supports both conceptual understanding and value internalization in Islamic education.

Beyond cognitive learning, Islamic values such as patience and positive thinking, as taught in the Qur'an, are fundamental to students' personal development. These values are essential for building emotional resilience and moral integrity (Rismawati & Jabar, 2023). Digital platforms like Canva can help convey Islamic values in a more engaging and contextualized manner (Rochima, 2025). Nonetheless, empirical evidence remains scarce on the extent to which students genuinely internalize these values through project-based creative processes using visual media.

In conclusion, based on previous literature, several research gaps emerge: (1) a lack of studies integrating PjBL with Canva in the context of Islamic Religious Education, (2) limited empirical evaluations of Canva's effectiveness in fostering internalization of Islamic values, and (3) an absence of studies exploring how visual projects serve as a medium for value internalization and student reflection. This study aims to fill these gaps by comprehensively examining the role of Canva in PjBL to enhance conceptual understanding and character formation in Islamic education in the madrasah. Incorporating the PjBL approach, using Canva as a visual educational aid, and reinforcing religious morals, a successful and interactive learning strategy is designed for the requirements of education in the 21st century.

### **C. Method**

This study employed a qualitative approach with a field research design to explore and evaluate the use of the Canva platform as an instructional medium within a PjBL strategy focused on the themes of patience and optimism in the Qur'an. The research was conducted at MTs Bustanul Arifin, involving 2 Islamic Religious Education teachers and 32 students from Class VII A as the subjects. The qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of the learning experience, including how students internalize Islamic values through project-based learning implemented in a real-life educational context (Creswell, 2018; Wayan, 2018).

Data were collected through three main techniques: participatory observation, semi-structured interviews, and documentation. Observations were conducted during two thematic learning sessions on the topic of patience and optimism in the Qur'an, which implemented the PjBL model supported by the Canva platform. The researcher observed various aspects, including student engagement in discussions and group work, the process of infographic design using Canva, teacher-student interactions, and the teachers' strategies for integrating Islamic values into the project activities. Semi-structured interviews were conducted with 2 Islamic Religious Education teachers as key informants and 4 students as participants, purposively selected based on their active involvement in the learning process. The teacher interviews focused on the planning process of PjBL, the rationale for using Canva as a medium, strategies for integrating Islamic values, challenges encountered during implementation, and their perceptions of the strategy's effectiveness. Meanwhile, the student interviews explored their experiences using Canva, their understanding of Qur'anic verses related to patience and optimism,

their ability to relate these values to personal experiences, and their perceptions of the overall project-based learning process. The interview questions were open-ended and flexible, allowing adjustments based on participant responses while still referring to a predetermined interview guide. The following is a list of the interview participants:

**Table 1. Names of Teachers and Students Interviewed**

No	Name	Role	Information
1.	H. A. S.	Teacher	Primary Teacher
2.	Hj. S.	Theacer	Companion Teacher
3.	R. Z. D. W.	Student	Group 2
4.	F. P. S.	Student	Group 5
5.	M. M. F.	Student	Group 2
6.	E. P. A.	Student	Group 5

The collected documentation included various supporting materials relevant to the learning process, such as lesson plans detailing the stages of PjBL, instructional materials related to Qur'anic verses, project assessment rubrics, students' final products in the form of infographics created using Canva, and teachers' evaluation notes on the students' projects. These documents served as supplementary data to strengthen the findings from observations and interviews and to assess consistency between planning, implementation, and learning outcomes. To ensure data credibility and validity, the researcher applied triangulation techniques by comparing and verifying data obtained from observations, interviews, and documentation (Alfansyur & Maryani, 2020). This method enabled cross-checking among data sources to enhance the reliability of the findings.

The data analysis process was conducted interactively following the model proposed by Miles, Huberman, and Saldana (2014), which consists of three main stages: data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher filtered and categorized the data based on relevant themes such as instructional strategies, student engagement, understanding of Islamic values, and implementation challenges. Subsequently, the data were presented in the form of narrative descriptions and thematic matrices to facilitate interpretation. Conclusions were drawn gradually and continuously verified throughout the analysis process to ensure consistency and depth of meaning in the findings.

#### **D. Findings**

This study aims to investigate the use of the Canva platform as a medium in implementing the PjBL model on the material of patience and optimism in the Qur'an in class VII A MTs Bustanul Arifin. After conducting field research, a number of findings were obtained, which were classified systematically, with an emphasis on the steps of implementing PjBL, not just the use of Canva as a tool. The first finding is related to the Implementation of PjBL Steps by utilizing Canva. The PjBL model implemented by the teachers in this study refers to the steps developed by Thomas (2000):

##### **1. Planning**

Planning includes: a) Preparation of Project Themes, which is teachers and students determine the theme according to the learning material of patience and

optimism, b) Basic Questions, which is the teacher begins by asking contextual questions such as, "How can the values of patience and optimism in the Qur'an be applied in the lives of students today?", c) Making a Project Schedule, which is carried out in two learning sessions: in the first session students design the selection of verses, and in the second session students design infographics using Canva, d) Determination of the sources needed such as materials, tools, and information.

## **2. Implementation**

Implementation includes: a) Introduction to the project, which is the teacher presents the project to students clearly and interestingly about the material of patience and optimism, b) Explanation of the objectives, which is the teacher explains the objectives of the project, assessment criteria, and technical use of Canva, c) Division of Tasks, which is the teacher and students divide the class into 5 groups and explain their respective infographic tasks, d) Direction, the teacher provides direction and initial guidance to start the project.

## **3. Observing**

Observing includes: a) Product Creation, which is when students create infographics about patient and optimistic material, b) Teacher guidance, which is when teachers guide students during the process, c) Teacher monitoring, which is when teachers observe group discussions and provide technical and conceptual input. Teachers also assess student involvement, responsibility, and cooperation.

## **4. Reflection**

Reflection is done verbally at the end of the second session, where students are asked to tell their experiences, understanding the value of patience and optimism while working on the project. Presentation, students present the results of the project to the teacher and their friends. The results of the project are assessed based on the completeness of the content, the appearance of the infographic design, the clarity of the presentation, and the timeliness of completion.

The second finding is the enhancement of student engagement and attraction, where the use of Canva proved to be effective increase the appeal of learning. Students appeared more enthusiastic, active, and creative during the learning activities. They were involved in the process of creating infographics projects related to the values of patience and optimism from the Qur'anic verses. This project-based activity made the classroom environment more dynamic and interactive. These findings are also supported by an interview with Mrs. Suhartik, the Islamic Education teacher for class VII A, who stated, "The students became more enthusiastic because they saw the project as a fun challenge. They were able to express themselves, which rarely happens in conventional Islamic Education classes." Meanwhile, Mr. Sahid added, "This method is effective in encouraging student participation, even those who are usually passive were contributing within their groups." The students also experienced positive impacts from this method. Rahmad, one of the interviewed students, said that he understood the meaning of the verse better because he had to visualize it. "I used to just memorize the translation, but now I understand the meaning because I had to make the infographic," he said. This indicates that the learning experience became more meaningful for the students.



The third finding pertains to the students' infographic project outcomes, where, of the five student groups involved in the project, two groups with the best results, based on the assessment, were selected to be presented as examples in this study. The students were able to produce creative works in the form of infographics that illustrated their understanding of the themes of patience and optimism. Below are examples of their work:

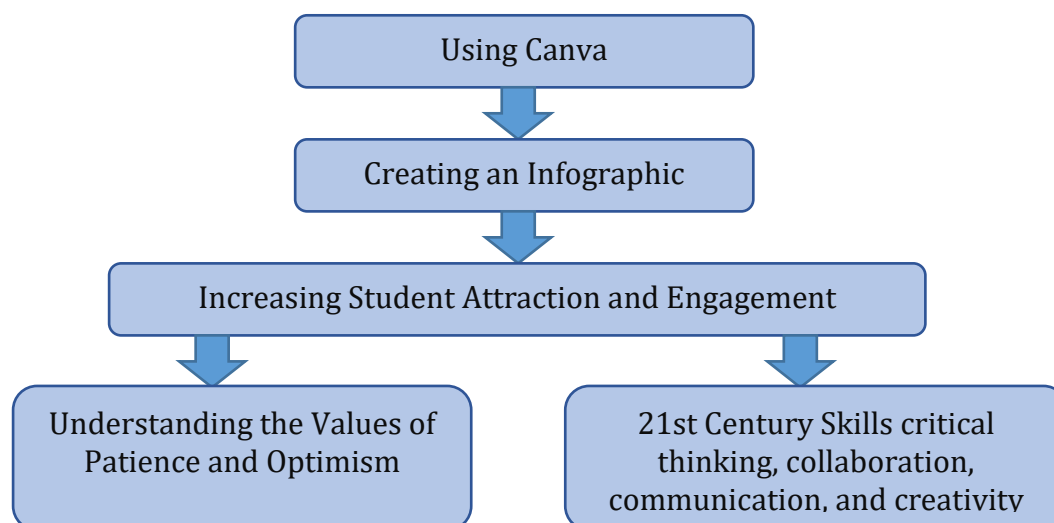


Figure 1. Infographic Project Outcomes

The infographic created by group 2 highlights the importance of optimism, using bright colors and illustrative images of family to clarify the message. Meanwhile, the infographic by group 5 focuses on the theme of patience in facing life's trials, featuring a simple design, supporting icons, and harmonious colors.

Mutiara, a member of Group 5, expressed that the process of creating the infographic helped her "better understand Islamic values because I had to find a verse, interpret its meaning, and then design it in a way that others could also understand." Meanwhile, Fahri, who initially struggled with using Canva, eventually felt proud of completing the project with his team. "At first, I was confused, but because we worked together as a group, I was able to do it. It felt satisfying to see the result," he said.





**Figure 2. Relationship Diagram**

The purpose of the relationship diagram is to illustrate the process flow, where students use Canva as a visual tool (to create infographic designs). By using Canva, students work on a project to create an infographic about the values of patience and optimism. Through this project, students become more engaged and interested in the learning process (active, creative learning). As a result, students gain a better understanding of the values of patience and optimism while simultaneously developing 21st-century skills, including critical thinking (as they organize the message in the infographic), collaboration (through group work), communication (through presentations), and creativity (through design).

The fourth finding pertains to the assessment of students' project performance, where the project evaluation involves four aspects: content completeness, presentation performance, infographic design appearance, and timely completion. The summary of the assessment results is as follows:

**Table 2. Summary of Student Infographic Project Assessment**

Group	Material Completeness	Presentation Appearance and Comprehension	Infographic Design View	Timeliness of Completion
1	Quite Complete	Good	Quite Interesting (Template)	Late
2	Quite Complete	Good	Interesting (Template)	On Time
3	Complete	Pretty Good	Quite Interesting (Template)	Late
4	Quite Complete	Pretty Good	Quite Interesting (Template)	Late
5	Complete	Pretty Good	Interesting (Template)	On Time

Based on the assessment summary, groups 2 and 5 achieved the best results. These two groups not only met all the criteria, particularly in terms of creativity in infographic design, but also completed the project on time. Meanwhile, the other groups faced challenges in time management and content completeness. These

results indicate that the use of Canva was able to encourage most students to be more creative, but further guidance is still needed in the areas of time management, organization, and project completeness. Eka, a member of Group 2, shared that this kind of learning made her feel like she was “working as a real designer. It makes learning religion more exciting and not boring.”

The fifth and final finding concerns the challenges encountered during the infographic project implementation. The obstacles stemmed from the struggles of duplicating Arabic text: students encountered difficulties in maintaining the format of Qur'anic text while adding it to Canva; shortcomings in design expertise: not all students were skilled in graphic design techniques, leading to some projects appearing quite ordinary; unfinished tasks: a few projects lacked all the necessary components; and a deficiency in time management: several groups failed to complete their projects within the specified time limit. The teacher acknowledged this challenge. Mrs. Suhartik stated, “More intensive guidance is needed, especially for students who are not yet familiar with digital design. However, their potential remains significant.” On the whole, the utilization of Canva as a strategy for project-based learning had a favorable effect on enhancing students' 21st-century skills; however, more guidance is required to overcome the technical issues at hand.

## **E. Discussion**

Based on the research findings, the use of the Canva platform as a PjBL technique for teaching Qur'anic verses about patience and optimism demonstrated a positive impact on students' learning outcomes and learning experiences. Increased student engagement was evident in the development of 21st-century competencies, such as critical thinking, communication, creativity, and collaboration, during the completion of their infographic assignments. These results are in line with previous studies, which emphasize that PjBL involving digital media can foster active student participation (Yuliani & Handayani, 2021; Hartini et al., 2022). Furthermore, the use of visual tools such as Canva supports (Mayer's, 2005) Multimedia Theory, which affirms that the combination of visuals and text enhances students' information retention. The infographics created using Canva helped students better understand and apply Islamic concepts such as patience and a positive attitude in a more meaningful and practical way.

However, this approach does not yet fully reflect the core principles of authentic PjBL. According to Thomas (2000), PjBL is a student-centered learning model in which learners are actively involved from the outset in identifying real-world problems, designing solutions, implementing projects, and evaluating the proposed outcomes. In this study, the teacher's role remained dominant in designing and directing the project, while students primarily functioned as executors. This was evident during the implementation stage, where the teacher determined the project theme and guided the entire process without involving students in the initial identification of issues or problems. As stated by the Islamic Education teacher, Mr. Sahid, “The use of Canva greatly helped students in presenting their understanding, although much guidance was still needed as students were not yet accustomed to developing concepts independently from the beginning.”

An analysis of the five groups revealed a thematic pattern in their understanding: patience was frequently portrayed as an attitude in facing life's trials, such as calamities and failures, while optimism was understood as the belief

that Allah's help would come at the right time. However, in the context of internalizing the values of patience and optimism, several students demonstrated the ability to connect the learning material with real-life experiences. They not only completed the infographic assignments using Canva but also actively shared concrete examples of patient and optimistic behaviors they practiced, such as being patient under academic pressure or remaining optimistic when facing social challenges at school and home. These narrative experiences represent a form of affective reflection that is essential in PjBL, as it encourages personal engagement and deepens students' understanding of the values being taught (Lestari & Hidayat, 2020). Thus, these storytelling activities can be categorized as part of an authentic PjBL process, in which students are not merely focused on the technical completion of the project product, but also on internalizing the meaning of the values within the context of their everyday lives (Thomas, 2000). Nevertheless, although some students have shown signs of this internalization, more intensive guidance is still needed to ensure that such reflection becomes a systematic and meaningful habit for all learners.

In a more in-depth reflection, the values of patience and optimism had not been fully internalized by the students. This indicates that their understanding of these values remained at a superficial cognitive level and had not yet reached a deeper affective domain. Thematically, most of the infographics illustrated patience in the context of facing life's trials and optimism as trust in Allah's help. However, according to a previous study (Lestari & Hidayat, 2020), effective PjBL should encourage students to reflect on these values about their real-life experiences, rather than merely reproducing content from teachers or textbooks. This highlights the need to strengthen the reflective dimension in the implementation of PjBL. As also emphasized by previous research (Widodo, 2021) that effective PjBL does not stop at the final product but pushes students to connect the values they learn with their own lives.

After reviewing relevant theories and expert perspectives, the study conducted by Dinda & Sukma (2021) identified eight systematic steps in implementing PjBL by utilizing Canva. These steps include: identifying the project; setting the schedule; planning responsibilities; implementing the project; monitoring and providing support; preparing project documentation; presenting the project outcomes; and evaluating the project. In this research, these eight steps were adapted to the use of Canva, which proved effective in improving the organization and structure of project implementation. Although the process was systematically executed, it is important to highlight that students' involvement in designing the project from the outset remained limited. Therefore, future implementation of PjBL should place greater emphasis on providing students with the autonomy to select themes that are relevant to their personal life experiences. This approach is expected to encourage students to reflect on Islamic values in a more contextual and meaningful way.

The Canva platform has proven effective in fostering 21st-century skills such as critical thinking, creativity, communication, and collaboration, as also evidenced in the study by Putri and Mulyani (2022). However, the effectiveness of learning is also significantly influenced by factors such as time management, group cooperation, and the ability to comprehend project instructions. In this study, Groups 2 and 5 achieved the best results due to their ability to manage the process more independently. The use of Canva supports the principles of Mayer's

Multimedia Theory, which asserts that a combination of text and visuals significantly enhances comprehension. This is reinforced by research from (Huda & Putri, 2021), which found that students were more motivated when learning through visually project-based media. Nevertheless, according to previous research (Suryani & Amalia, 2021), the impact of digital media in value-based learning heavily depends on the depth of student interaction with the material, rather than merely on the final visual product. Several challenges encountered in implementing this strategy include limited technical understanding of Canva, the lack of habitual value reflection among students, and the continued dominance of the teacher's role. A previous study (Ramadhani, 2020) also noted that the use of digital media such as Canva requires adequate digital literacy and proper guidance. In line with the study by Nasution and Siregar (2020), project-based learning strategies in religious education require a more integrative and in-depth approach.

The use of Canva in project-based learning at MTs Bustanul Arifin has generally promoted the development of 21st-century skills among students, including critical thinking, collaboration, communication, and imagination. Therefore, the use of the Canva platform as a technological integration is an innovative and valuable choice in PjBL Islamic Religious Education. To enhance the effectiveness of project-based learning in madrasahs, it is essential to provide teacher training in facilitating value-based PjBL, strengthen technical Canva guidance for students, and foster reflective habits as part of project evaluation. Thus, the implementation of technology like Canva can serve as an innovative strategy that not only improves academic performance but also instills Islamic values in a deep and meaningful way.

## **F. Conclusion**

The study concludes that the Canva platform serves as an effective medium for implementing Project-Based Learning to teach Qur'anic values of patience and optimism at MTs Bustanul Arifin. Through infographic-based projects, students not only deepened their understanding of these values but also honed essential 21st-century competencies. The integration of Canva into Qur'anic instruction created a more interactive, engaging, and meaningful learning experience. Despite facing technical and time-management challenges, the approach proved beneficial for both cognitive and character development. For optimal implementation, it is recommended that madrasah teachers receive targeted training in Canva-based instruction, and that students are given structured timelines and design support. As this study only interviewed the members of groups that got the best results, this study did not really explore the challenges faced by group members with low results. This limitation could be explored further in future research. Future research could also expand this model to other Islamic educational themes and explore its scalability across diverse student populations. This innovation aligns Islamic values with modern pedagogical practices, ensuring that religious education remains relevant and impactful in the digital era.

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