

Implementation of Canva in Asmaul Husna Materials for Indonesian Migrant Workers' Children at ICC Muar, Malaysia

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Abstract

Access to quality education is a fundamental right and an important pillar in shaping an individual's personality, including for Indonesian migrant workers' children in Malaysia, who face limitations in obtaining educational services. This situation requires a more flexible, engaging, and easily absorbed learning approach for students. This study was designed to improve mastery of Asmaul Husna Material through the application of the Canva platform as a learning medium for Indonesian migrant workers' children at ICC Muar, Malaysia. This Research adopted a Classroom Action Research (CAR) approach conducted in two cycles, covering the planning, action, observation, and reflection phases. Data were collected through direct observation, learning evaluation, and documentation techniques, which were then processed using the Miles, Huberman, and Saldana analysis framework. The study findings show progress in the learning process and outcomes after integrating Canva media. The student completion rate, which was initially only 22% on the pre-test, increased to 56% in cycle I, but this figure is still below the set success standard of 75%. After improvements were made, cycle II showed a significant jump with a completion rate of 85%. Learning with Canva has proven effective as an alternative instructional medium for Islamic Religious Education. It provides empirical evidence for the development of digital-based Islamic Religious Education in the context of non-formal education in migrant communities.

Keywords: *Asmaul Husna, Canva Based Learning, Islamic Education, Migrant Workers' Children*

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INTRODUCTION

Education plays a strategic role in improving the quality of human resources, because it is a key pillar of national competitiveness (Sanga & Wangdra, 2023). As a fundamental foundation, education is not merely a process of transferring knowledge, but it is also essential for equipping individuals to face and overcome challenges arising from social change (Sihaloho et al., 2023). In line with this principle, education is regarded as a fundamental right inherent to every Indonesian citizen, who has equal opportunities to learn, develop, and participate in social life through education (Rahmiati et al., 2021). The right to education is recognized as a fundamental

constitutional right and is protected by the constitution, thereby strengthening the protection and guarantee rights to education (Palguna & Dwi Atmaja, 2023). This provision is contained in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, which states that “every citizen has the right to obtain an education” (Udhwalalita & Hakim, 2023). This view is also emphasized in Article 26 of the Universal Declaration of Human Rights (UDHR), proclaimed by the United Nations General Assembly in Paris on December 10, 1948, which states that “*Everyone has the right to education*” (United Nations, 1948).

National and international legal frameworks provide the basis for inclusive and equitable education provision across countries. In this context, formal education plays an important role in ensuring equal learning opportunities for every child, especially those in migration situations (Rohman et al., 2023). The state has a responsibility to ensure equal access to quality and inclusive education for all migrant children, regardless of their migration status (Kiseleva & Osipova, 2018). One country that has demonstrated this commitment is Malaysia. Malaysia strives to provide inclusive education services for all members of society, regardless of ethnic or cultural background, through government policies that ensure that every child, including those from minority groups and immigrants, has equal access to education (Nailis et al., 2025).

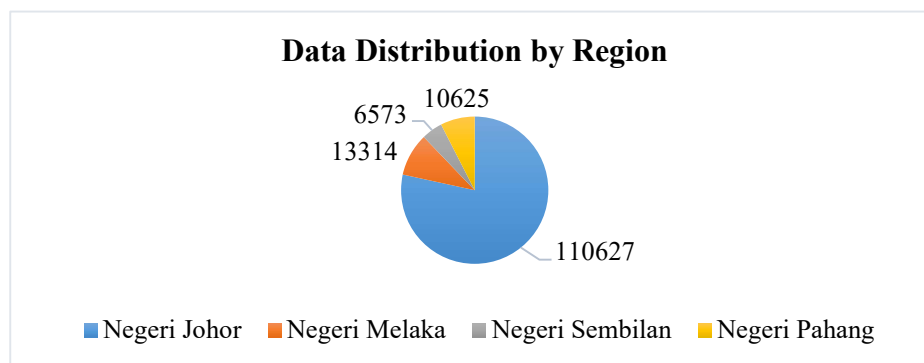


Figure 1. Data by Region According to the KJRI in Johor Bahru

Particularly in Johor Bahru, which is one of the areas with a large number of Indonesian citizens (WNI). The Indonesian Citizen Data Dashboard of the Consulate General of the Republic of Indonesia (KJRI) in Johor Bahru records that the number of Indonesian citizens has reached 141,139 including those who have settled for work, education, or other socio-economic reasons. Data from KJRI Johor Bahru, update on August 7, 2025, indicates that 330 Indonesian students are currently pursuing their education (KJRI, 2025). The presence of all these students demonstrates the increasing need for educational services for Indonesian children living abroad. It is also an important indicator of the dynamics of Indonesian migrant families in Malaysia.

Malaysia is a favorite destination for Indonesian migrant workers. This may be due to the geographical proximity of the two countries. However, the legal status of Indonesian migrant workers in Malaysia varies. Most migrant workers living in Malaysia do not have official documents or are illegal, as confirmed by (Saputro et al., 2025) that “*Indonesia and Malaysia are geographically close to each other, it cannot be denied that Indonesian residents who enter Malaysia are not only legal immigrants, but also illegal immigrants*”. They are vulnerable to various social problems because of their status and limited access to public services including in the education sector. The lack of legal identity makes undocumented Indonesian migrant workers' children in Malaysia very vulnerable in accessing formal education (Sihaloho et al., 2023).

Interviews and forum group discussions conducted by Suhada et al. revealed that migrant workers children do not have access to education because they come from families where their parents work illegally and do not have permits from the outset or because they cannot afford to renew their permits due to insufficient wages (Suhada et al., 2024).

The Consulate General of the Republic of Indonesia (KJRI) in Johor Bahru has collaborated with Indonesian community leaders and the diaspora to establish an Indonesian Community Center (ICC) in Muar, among other initiatives to ensure access to education for the children of Indonesian migrant workers (Dewi, 2018). The purpose of establishing ICC Muar is to ensure optimal educational services for Indonesian migrant workers children living in the surrounding area, so that their limited status, which prevents them from attending formal educational institutions in Malaysia, does not hinder their right to education through ICC Muar (Lasmi et al., 2013). The fulfillment of the educational rights of Indonesian migrant workers children through ICC Muar does not only focus on easy access to educational services, but also demands a relevant and meaningful curriculum for students. ICC Muar provides educational services that include Islamic Religious Education (PAI) and Al-Qur'an learning as important elements in students moral development (Lasmi et al., 2013).

Through Islamic Religious Education (PAI), the process of shaping students religious character can be carried out in a focused and systematic manner, where its effective implementation can encourage positive behavioral changes and strengthen moral values that contribute significantly to the students personal development and the welfare of their community (Puspitasari et al., 2022). However, in practice, the delivery of Islamic Education Material for Indonesian migrant workers children cannot be separated from the demands of technological developments and changes in learning patterns in the era of globalization. This condition requires the use of digital technology that can support more adaptive and interactive learning (Lisnawati, 2021). In line with these demands, the use of digital technology has become a relevant strategy for addressing the challenges of PAI learning in the era of globalization, especially for the children of Indonesian migrant workers. The application of technology in Islamic Education lessons contributes to improving the quality of the teaching and learning process by creating more interactive learning, increasing student participation, and expanding access to various learning resources (Ismail et al., 2024).

Digital education for the children of Indonesian migrant workers is a global issue supported by the Sustainable Development Goals (SDGs) designed by the United Nations in 2015. Digital skills and technology education are essential in preparing students for today's digital environment (Septiani et al., 2024). The era of globalization has influenced developments in almost all fields of science and technology, including education. Developments in digital technology have changed education systems, including Islamic Religious Education. Educational technology has greatly influenced various revolutions, particularly the 21st-century education revolution known as the fourth industrial revolution or Education 4.0 (*four point zero*) (Salsabila & Agustin, 2021). The integration of technology in learning is necessary to improve the quality of the teaching and learning process, making it more interactive, effective, and relevant. Canva is one of the most widely used digital technologies in education today, offering creative design features that help deliver learning materials in a more visual and

communicative way. According to Paivio's Dual Coding Theory (DCT) (1986), in the education system, the use of graphic or visual elements is important for conveying abstract information that students find difficult to understand. In line with this theory, applying Dual Coding Theory (DCT) enables students to select and process learning materials according to their cognitive preferences, thereby improving understanding (Kurniawan et al., 2022). These implications can be observed through the use of visual media, such as images, videos, infographics, and interactive maps, which have been shown to increase students' understanding and motivation to learn (Nursolehah et al., 2024).

Several previous studies support the effectiveness of using Canva in learning. Research by (Rohmiasih et al., 2023) shows that using Canva in learning can encourage students during learning activities, making them more engaging than monotonous methods or those without media. Canva also facilitates the emergence of creative ideas, helps students complete teacher-assigned projects, improves student cooperation, and motivates students who were previously unenthusiastic about learning. This research is supported by (Zabua et al., 2024) Canva has proven to be an effective tool for developing creative, innovative, and collaborative learning videos, thereby supporting the delivery of material and making it easier for students to understand the content.

Although many studies have examined Canva in education, those specifically examining its effectiveness of Canva in PAI learning in the context of non-formal education for Indonesian migrant children remain quite limited. Literature findings show that most studies on the use of Canva in learning were conducted in formal schools in Indonesia with students who did not have characteristics of a migrant community. This is different from the conditions faced by Indonesian migrant workers children, especially in Malaysia, where social and educational dynamics are much more complex. This study aims to explore the implementation of Canva-based learning on Asmaul Husna Material for Indonesian migrant workers children at ICC Muar to improve students' understanding, motivation, and engagement through digital visual media. This study examines the use of digital media not only in formal schools but also in diaspora communities, thereby seeking to provide practical contributions and suggestions for PAI teachers and migrant communities so that religious learning remains relevant and meaningful and can adapt to the needs faced.

RESEARCH METHODOLOGY

The method used in this study was Classroom Action Research (CAR) with direct classroom implementation. Arikunto in (Syafiuddin, 2021) explains the meaning of PTK one by one: 1) Research, defined as the process of searching for a specific object using predetermined methods; 2) Action, meaning actions planned through a specific cycle; 3) Class, a place where students gather to learn. This method was chosen because it focuses on the classroom learning process, with the researcher as the executor in a real learning situation. Direct research was conducted through observation and interaction with the research subjects, with the researcher actively involved in implementing classroom activities.

The implementation of PTK in this study was based on the spiral model. Kemmis and McTaggart introduced this model in (Utomo et al., 2024), which describes several main stages in PTK: design, action, observation, reflection, and redesign, integrating action and observation.

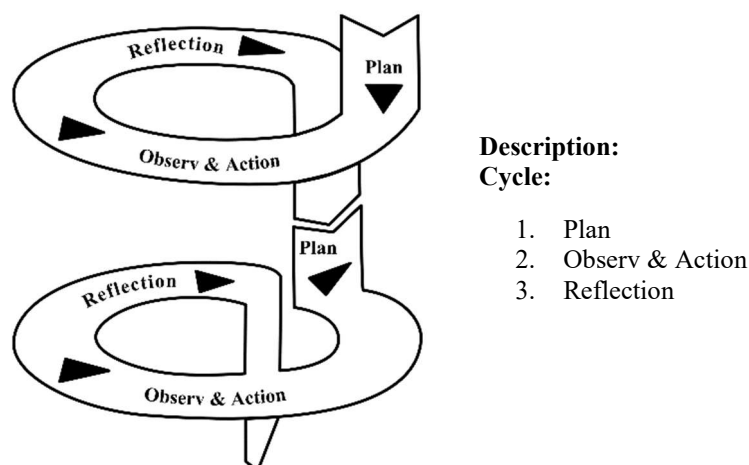


Figure 2. PTK Kemmis dan McTaggart

This research was conducted in several stages, beginning with the preparation of a plan and its execution in cycle I. After cycle I was completed, various obstacles were identified, and the steps taken were evaluated to gain a comprehensive understanding of the areas that needed improvement. The results of the first cycle evaluation then served as the basis for designing and implementing measures in cycle II. The next stage focuses on designing the cycle II strategy by addressing the shortcomings identified in cycle I to ensure its smooth implementation (Amalia et al., 2024). In cycle I, learning was conducted through the presentation of Asmaul Husna Material using the lecture method. Teacher and student activities were then observed directly using observation sheets that covered aspects of learning readiness, classroom management, and student activity. The results of the reflection in cycle I showed that improvements were needed, especially in the use of learning media to improve students understanding of the Material. In cycle II, Canva was the main tool for learning, featuring of visual materials, videos, and interactive quizzes. Observations were conducted again using the same instrument to assess changes in teachers' and students' activities.

This study uses an interactive model developed by Miles, Huberman, and Saldana (2014: 12-14). In analyzing field data, there are four stages, namely: 1) Data collection: data is collected by researchers through observation, classroom activities, and interviews. The results of the observation will be used as the basis for further analysis; 2) Data condensation: after the data is collected, it is then simplified and grouped according to the focus of the Research; 3) Data display: data is presented in a descriptive form to understand the information obtained easily; 4) Conclusions: the end of the data analysis process by drawing descriptive conclusions. Conclusions are the results of interpreting the phenomena studied and answering the Research questions.

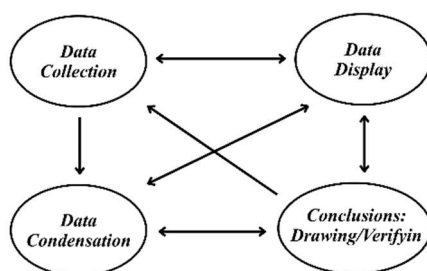


Figure 3. Miles, Huberman, and Saldana Data Analysis Technique

Teacher and student observations are conducted based on predetermined assessment indicators. Each aspect observed is systematically recorded during the learning process. Once all observation data has been collected, the assessment results are compiled into a percentage to provide an overview of the level of achievement. The calculation process adjusts the obtained score to the maximum available score, so the percentage displayed shows how well the learning process has been implemented. The formula used is according to (Andreansyah et al., 2023):

$$\text{Percentage} = \frac{\text{Scoring}}{\text{Maximum Score}} \times 100$$

The percentage of observation results was then grouped according to the assessment criteria proposed by Agung in (Andreansyah et al., 2023), so that each level of achievement could be read more clearly in accordance with the determinations. The following are the success rates:

Table 1. Success Rate

Achievement Rate(%)	Qualification
90 – 100	Very Good
80 – 89	Good
65 – 79	Fair
55 – 64	Poor
0 – 54	Very Poor

This research was conducted at ICC Muar, Johor, Malaysia. The research participants consisted of 26 elementary school children from ICC Muar. ICC Muar was chosen as the research location because it is a non-formal educational institution established to meet the learning needs of children of Indonesian migrant workers who lack access to formal education. The cognitive learning outcomes in this study showed success with 75% or more of the students meeting the minimum competency requirements. The minimum competency requirement was set at 70 as a reference for determining the effectiveness of the steps taken during the research phase.

RESULTS

1. Pre-Cycle

The initial stage before conducting the research is to develop a plan as a basis for implementing actions, ensuring the entire research process runs correctly and in accordance with the objectives. This planning stage determines the steps to be taken throughout the research process, including preparing observation instruments to monitor students' and teachers' activities, determining the minimum passing grade (KKM), preparing evaluation questions, and conducting a pre-test before the action is taken. The observation instruments are designed as columns to capture key elements of learning, such as involvement, activity, response, and the dynamics of the teaching and learning process.

The determination of the minimum passing grade (KKM) is an important aspect in determining learning completeness, as it serves as a standard for assessing students' competence in understanding Islamic Education (PAI) Material, particularly Asmaul Husna. In this study, the KKM was set at 70. In addition, the test instruments used underwent a validation process through discussions with class supervisors and experts. Before the

research began, the teacher conducted a pre-test to determine the students' prior knowledge so that the learning design could be more appropriate and effective. With planning at the beginning of the research, it is hoped that accurate data will be obtained.

Table 2. Students' Pre-Test Results

Description	Pre-test results of students
Highest score	71
Lowest score	40
Average score	63
Students who completed learning	6
Students who did not complete learning	20
Completion rate	22%

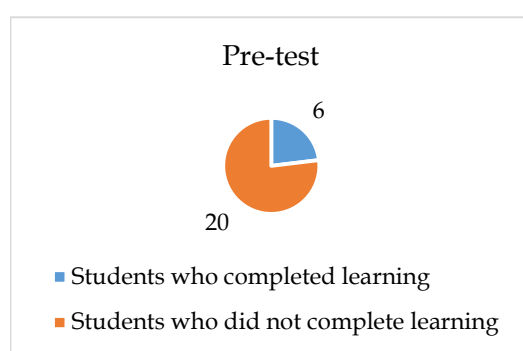


Figure 4. Student Achievement In Completing Pre-Test Learning

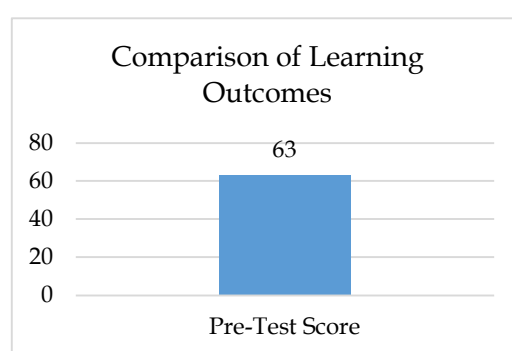


Figure 5. Average Pre-Test Score

2. Cycle I Process

a) Cycle I Planning

Before conducting the research, teachers develop lesson plans, learning models, and learning media to be used during the research process. This stage is carried out to ensure the research process runs smoothly and meets students' needs. Learning objectives are formulated by researchers based on the Learning Objective Flow (ATP) for Islamic Religious Education subjects.

b) Observation and Action Cycle I

Cycle I meeting follows a learning structure consisting of three stages: introductory activities, core activities, and closing activities. These meetings begin after all students have completed their morning activities, such as exercises and recitation. Lessons begin at 8:00 a.m. Malaysian time. Students are better prepared physically and mentally to attend lessons because morning activities improve their concentration, discipline, and readiness to learn.

1) Initial Activities

The teacher began the learning activity by greeting students to focus their attention for approximately 10 minutes, then taught all students to read prayers together. The learning process went smoothly. Next, the teacher took attendance to ensure that all students were present.

2) Core Activities

The teacher begins the core learning activities by presenting information about Asmaul Husna. This Material is taught in a lecture format, with the teacher beginning by discussing Asmaul Husna. During the learning process, the teacher uses examples that students can understand as they study the lesson.

3) Closing Activities

The teacher ends the learning session by reviewing the Material that has been discussed, and students are given a comprehension test to measure their level of understanding of the Material. This evaluation is not done through a written test but through the educational game Blooket. The teacher chooses to use Blooket because it is attractive, easy to use, and able to create a fun classroom atmosphere. During the game, the teacher facilitates each student in answering prepared questions based on the Material learned. After the evaluation, the teacher closes the lesson with a prayer together.



Figure 6. Implementation of Cycle I

Findings in cycle I show that student learning outcomes are affected by the fact that some students have not achieved learning completeness, which requires improvement in cycle II.

Table 3. Cycle I Learning Aoutcomes

Description	Cycle I results of students
Minimum Passing Grade	70
Highest score	75
Lowest score	50
Average score	67
Students who completed learning	15
Students who did not complete learning	11
Completion rate	56%

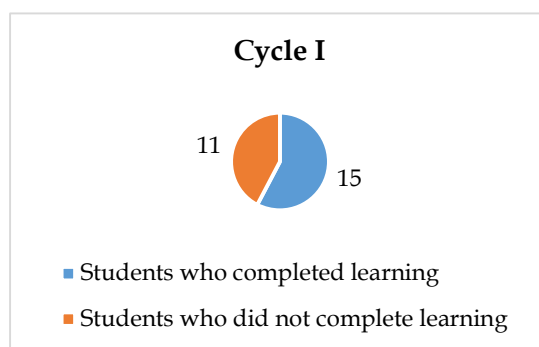


Figure 7. Student Achievement In Completing Cycle I Learning

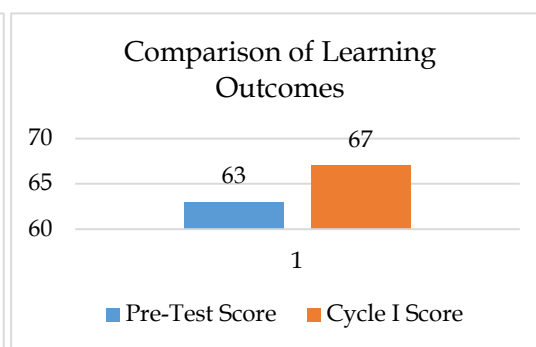


Figure 8. Average Value Comparison Chart Cycle I

Researchers observed and were directly involved in the learning process at ICC Muar, Malaysia. The results of the observation showed that the process had not yet reached an optimal level. Researchers assessed the results of the observation from two perspectives: teachers' and students'. The aspects that were the focus of observation included the following:

a. Teachers

Based on the teacher observation table in cycle I, several aspects of learning implementation are still in the adequate to poor category, indicating that several components need improvement. Teachers prepare lesson plans, learning media, and motivate students to achieve varying scores. Several indicators, such as the use of booklets, guidance in concluding, and classroom conditioning, were in the adequate category. The total score obtained was 27 with an average of 60%.

Table 4. Teacher's Observation Results for Cycle I

No	Criteria	Category				
		1	2	3	4	5
1.	Teachers prepare lesson plans (RPP)			√		
2.	Teachers prepare learning media			√		
3.	Teachers motivate/attract students to participate in the learning process				√	
4.	Teachers stimulate knowledge of the Material through student experiences		√			
5.	Teachers condition the classroom			√		
6.	Teachers provide opportunities for students to ask questions		√			
7.	Teachers guide students to summarize the learning		√			
8.	Use of Blooket as a learning evaluation tool					√
9.	Teachers arrive on time					√
Total Score				27		
Average				60%		

b. Students

Based on the student observation table, the level of student participation remains relatively low, with several indicators, such as attention to the teacher's explanations and mental readiness, falling into the

adequate category. Several indicators that are still in the inadequate category are active participation, such as asking questions, answering questions, and participating in evaluations. The total score of 24, with an average of 60%, indicates that students have not shown optimal involvement and that improvements are needed in the next cycle.

Table 5. Results of Student Observations in Cycle I

No	Criteria	Category				
		1	2	3	4	5
1.	Students arrive on time				√	
2.	Students are physically and mentally prepared			√		
3.	Students pay attention to the teacher's explanations			√		
4.	Students are active in learning		√			
5.	Students ask or answer questions		√			
6.	Students show mutual respect			√		
7.	Students participate in learning evaluations through Blooket				√	
8.	Students complete assignments earnestly			√		
	Total Score			24		
	Average			60%		

c. Reflection on Cycle I

The implementation of cycle I still showed various weaknesses that affected the smooth running of teaching and learning activities and the achievement of learning outcomes. Therefore, the researchers reflected on and reviewed the shortcomings that emerged from both the teachers and the students. Several aspects that needed to be improved in cycle I included:

- 1) Teachers did not optimize the use of learning media.
- 2) Teachers did not provide sufficient guidance in concluding.
- 3) Teachers did not provide sufficient opportunities for students to ask questions.
- 4) Teachers did not make sufficient efforts to motivate students.
- 5) Students were not active enough in learning.
- 6) Evaluation using Blookets must be improved

The results of cycle I observations revealed several weaknesses, even though several aspects had been implemented quite well. Therefore, improvements are needed in cycle II to enhance the quality of learning implementation by both teachers and students. The planned improvement efforts include:

- 1) Teachers can use interactive learning media.
- 2) Teachers guide students in concluding by displaying important points in Canva
- 3) Teachers ask students provocative questions
- 4) Teachers increase initial motivation through ice-breaking or providing real examples
- 5) Using Canva as an educational game to increase student activity
- 6) Carefully preparing the use of Blooket as a learning evaluation tool

3. Cylce II Process

a) Cylce II Planning

Cycle II planning was developed in response to Cycle I reflection, which identified several weaknesses among both teachers and students. The plan was developed with an emphasis on improving teaching strategies, media use, classroom management, and student participation. The improvements made include: revising lesson plans to strengthen perception that is more connected to real-life experiences; using Canva media with more attractive visuals and providing videos that can attract students' attention and prepare quizzes; implementing interactive learning methods by actively involving students; optimizing communication to be more friendly yet firm; and preparing more thorough evaluations of media booklets in terms of questions and devices.

b) Observation and Action Cycle II

Cycle II meetings were conducted with a learning structure comprising three stages: introductory activities, core activities, and closing activities. These meetings began after all students had completed their morning activities, such as exercises and recitation. Lessons began at 8:00 a.m. Malaysian time. Students were better prepared physically and mentally to attend lessons because the morning activities improved their concentration, discipline, and readiness to learn.

1) Initial Activities

The teacher began the learning activity for approximately 10 minutes by greeting students as an opening to focus their attention, then taught all students to read prayers together. The learning process went smoothly. Next, the teacher took attendance to ensure that all students were present.

2) Core Activities

In the core activity, the teacher began by using Canva as a visual aid to explain the learning objectives of the Asmaul Husna Material. Before explaining the Material, the teacher presented everyday-life examples to illustrate it. The teacher began by explaining, then demonstrated how it works in real life, so students could relate the Material they had studied to its application. After the teacher presented and demonstrated the Material, students were encouraged to share their personal views and experiences related to the Asmaul Husna Material in their daily activities. Then, students formed groups to complete a group assignment: identify examples and attitudes that demonstrate the values of the Asmaul Husna Material. In this activity, students engaged in dialogue and provided various ideas to strengthen their mastery of the Material.

At the end of the lesson, the teacher instructed the students to match the pictures and complete the quiz. The teacher used Canva to create several pictures and quiz columns used in the lesson. Before ending the lesson, the teacher showed an animated video for the students to learn from. This activity was designed to increase student engagement in developing critical thinking skills and encourage their active participation in processing and understanding information.

3) Closing Activities

The closing activity began with the teacher asking students questions to guide them in summarizing the Material, followed by the teacher presenting a summary. The summary was presented in a structured manner, allowing students to review the Asmaul Husna Material previously discussed. Then, the teacher directed the students to conduct a learning assessment to measure how well they understood the Material. This evaluation was not conducted using a written test; instead, the teacher first explained how to play Blooket before starting the evaluation. The teacher reminded the students that the results of the Blooket game would be used as a formative assessment. After the evaluation, the teacher closed the lesson with a prayer together.



Figure 9. Implementation of Cycle II



Figure 10. Conducting Learning Evaluations Using Blooket

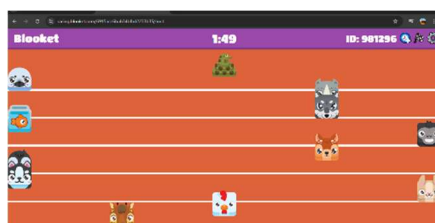


Figure 11. Blooket Display on The Teacher's Laptop



Figure 12. The Blooket Display on Student Mobile Phones

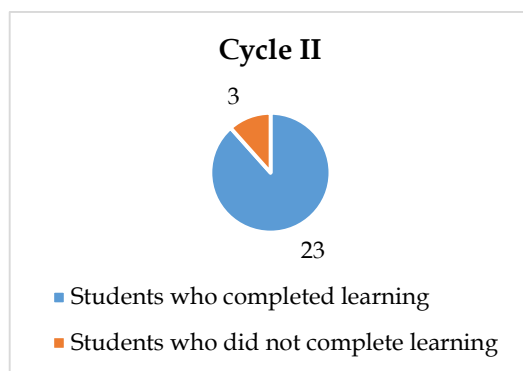
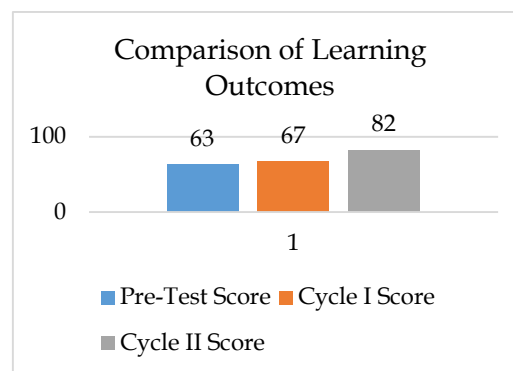
In cycle II, scores improved, and most students achieved the learning objectives. Cycle II showed that student learning outcomes had improved significantly. These findings were supported by interviews with students who responded positively to Canva's use in learning. Students stated that:

When my teacher uses Canva, I don't get bored, and I feel excited because the pictures are beautiful and fun. When I watch animated videos, I understand the lessons better because they are clearer. I like it best when my teacher gives questions in quizzes; it feels like playing a game, and I have to answer quickly. (Interview, August 18, 2025)

The improvement in student learning outcomes in cycle II can be seen in the table that presents student learning outcomes in cycle II:

Table 6. Cycle II Learning Aoutcomes

Description	Cycle I results of students
Minimum Passing Grade	70
Highest score	100
Lowest score	65
Average score	82
Students who completed learning	24
Students who did not complete learning	3
Completion rate	85%

**Figure 13. Student Achievement In Completing Cycle II Learning****Figure 14. Average Value Comparison Chart Cycle II**

During cycle II, observations were conducted again to evaluate the progress of learning activities after the improvements made in the previous stage. The focus of the observation was on changes in the behavior of teachers and students during learning. The following are the learning outcomes in cycle II:

a. Teachers

The results of teacher observations in cycle II showed positive changes in the implementation of learning. All indicators observed were in good to very good categories, from lesson plan preparation and the use of media to student motivation and the use of booklets for evaluation. The total score increased to 36 with an average of 80%.

Table 7. Teacher's Observation Results for Cycle II

No	Criteria	Category				
		1	2	3	4	5
1.	Teachers prepare lesson plans (RPP)					√
2.	Teachers prepare learning media				√	
3.	Teachers motivate/attract students to participate in the learning process				√	
4.	Teachers stimulate knowledge of the Material through student experiences			√		
5.	Teachers condition the classroom			√		
6.	Teachers provide opportunities for students to ask questions				√	
7.	Teachers guide students to summarize the learning				√	
8.	Use of Blooket as a learning evaluation tool					√

9. Teachers arrive on time	√
Total Score	36
Average	80%

b. Students

The results of student observation in cycle II showed an improvement from the previous cycle. Indicators such as active participation, including asking questions, answering questions, and participating in evaluations, were already in the good category. The total score also increased to 32 with an average of 80%.

Table 8. Results of Student Observations in Cycle II

No	Criteria	Category				
		1	2	3	4	5
1.	Students arrive on time					√
2.	Students are physically and mentally prepared				√	
3.	Students pay attention to the teacher's explanations				√	
4.	Students are active in learning			√		
5.	Students ask or answer questions			√		
6.	Students show mutual respect				√	
7.	Students participate in learning evaluations through Blooket					√
8.	Students complete assignments earnestly				√	
	Total Score					32
	Average					80%

c) Reflection on Cycle II

Cycle II shows that the improvements made after Cycle I have enhanced the learning process and quality. Overall, most indicators related to teachers and students have improved with the use of Canva as a learning medium. The results of observations that have improved after the improvements in Cycle I include:

- 1) The teacher used Canva effectively, incorporating videos that engaged students in the lesson.
- 2) The teacher guided students in summarizing the lesson and asked them thought-provoking questions.
- 3) Teachers use the "clap one to five" icebreaker to boost students' enthusiasm and motivation to learn.
- 4) Teachers use Canva elements to create picture-matching games and quizzes.
- 5) Teachers prepare learning evaluations well, including questions, game types, and devices.

4. Summary of Results

The use of Canva in teaching and learning activities has resulted in improved student learning outcomes from pre-test cycle I to cycle II. The tables and diagrams show an increase in student learning outcomes in PAI lessons on

Asmaul Husna from the pre-test to cycle II. The following shows the increase in learning outcomes of students at ICC Muar, Malaysia:

Table 9. Recapitulation of Student Learning Outcome

Description	Learning Outcomes of PAI Students on Asmaul Husna Material		
	Pre Test	Siklus I	Siklus II
Minimum Passing Grade	70	70	70
Highest score	71	75	100
Lowest score	40	50	65
Average score	63	67	82
Students who completed learning	6	15	23
Students who did not complete learning	20	11	3
Completion rate	22%	56%	85%

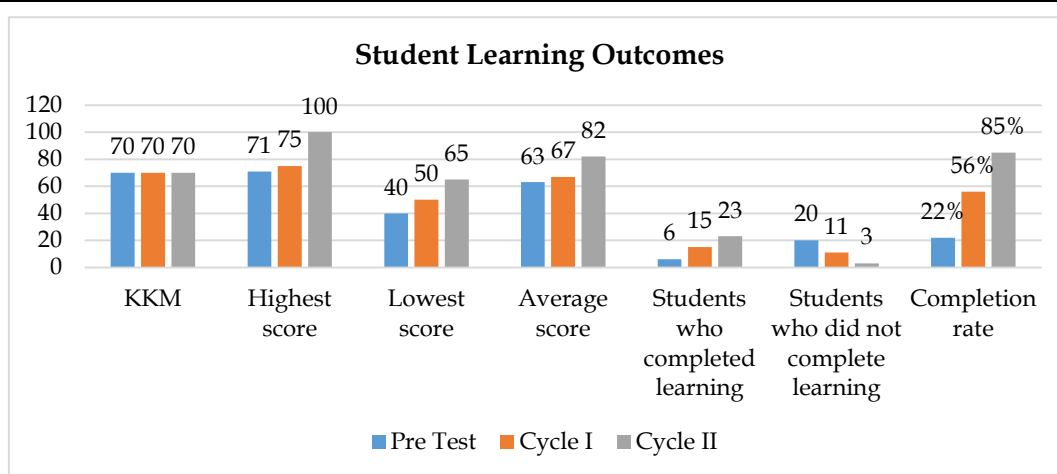


Figure 15. Comparison Chart of Learning Outcomes

DISCUSSION

Research conducted in Islamic Religious Education at ICC Muar, Malaysia, focusing on Asmaul Husna Material, was carried out through two cycles covering the stages of planning, observation, action, and reflection. These two cycles served as instruments for analyzing learning achievement development, particularly in relation to the use of instructional media. The information gathered through observation activities in each cycle showed positive progress from both teachers and students. Learning, which previously took place conventionally, improved after adjustments to the learning strategy, particularly in the use of Canva. The selection of Canva as a learning medium is based on its ability to improve students' understanding and participation through visual and interactive learning experiences. This is in line with Canva's role as a digital platform with design and presentation features that enrich the learning process and meet the demands of 21st-century technological literacy (Beda & Jun, 2025).

Before the action was taken, the initial learning conditions showed low achievement levels. As reflected in the Research results, the initial learning conditions for PAI Material on Asmaul Husna at ICC Muar, Malaysia, were still in the low category. The pre-test results show that students with an average class score of only 63, with a percentage of 22%, are still below the predetermined success rate of 75%.

This score indicates that students still need additional guidance and that their basic understanding of the Material is still uneven. This condition is an important basis for the need for innovation in learning media before action is taken.

The learning outcomes in cycle I did not achieve the maximum. The completion rate in cycle I reached 56%, which was still below the predetermined success rate. The average student score, which was previously 63, increased to 67, with the highest score rising from 71 to 75 and the lowest from 40 to 50. The improvement in cycle I was not significant, so there is much room for improvement across various aspects. Teachers have tried their best to implement the learning plan, but several aspects have not been fully maximized. Learning activities tend to be one-way, and the use of learning media is still limited. The indicators in teacher observation are in the adequate to poor category. In addition, the situation experienced by students shows that learning has not produced optimal results. Student activity tends to be limited to receiving information rather than actively participating in the learning process. The learning process is still limited in its use of media that can encourage active student participation, in line with findings (Alfian et al., 2024) that most educators still do not use technology-based learning media, resulting in a learning process that is less varied and less interesting for students. Therefore, the use of more interactive digital media is needed in learning innovations that encourage student active participation, thereby contributing to improved learning outcomes in the next cycle.

These issues were then reflected upon so that improvements could be made in cycle II. It was found that there was a lack of innovation in learning media and limited space for teacher-student interaction. Learning did not fully leverage learning styles in the digital age, which uses technology as a learning medium. Meanwhile, digital technology has had a positive impact on education by encouraging creativity, expanding the dissemination of learning information, and providing a more personalized learning experience (Chu et al., 2024). Based on this, the improvement implemented in cycle II was to use Canva as the main medium for learning. Canva provides templates, icons, illustrations, and other graphic elements that make it easy for teachers to create engaging learning materials. (Sobandi et al., 2023). Especially in PAI learning on Asmaul Husna. The digital revolution provides easy access to information and encourages technology-based learning models that are more contextual, creative, and relevant to students' needs (Kulsum & Muhid, 2022).

Cycle II showed that learning quality improved, with an average score of 82, ranging from 65 to 100. The pass rate in cycle II reached 85%, exceeding the set pass rate of 75%. The use of Canva in learning in cycle II enabled teachers to present Material in a systematic and visually appealing manner, thereby helping students understand Asmaul Husna more easily. Teachers also added animated videos as introductions to the Material in Canva slides, which increased student engagement. The use of animated videos improved students' understanding, memory, and engagement in the learning process (Adawiyah et al., 2024). In addition, teachers use Canva's features to create picture-matching activities and quizzes. These activities make students more engaged and prevent them from just listening to the teacher's explanations. Canva helps teachers create communicative learning and a better classroom atmosphere. The Canva-based learning method approach allows teachers to make PAI materials more creative by using images, videos, infographics, and presentation templates that are easy for students to understand (Kharissidqi & Firmansyah, 2022).

Efforts to improve the learning process resulted in better learning outcomes for students, as evidenced by an increase in the highest score from 75 in cycle I to 100 in cycle II. The lowest score increased from 50 to 65, and the class average score increased from 67 to 82. The percentage of completed learning increased from 56% to 85%. The number of students who completed the learning increased from 15 to 23, while those who did not complete it decreased significantly from 11 to 3. This improvement shows that Canva not only affects the learning process but also outcomes, such as academic grades. The findings of this study are consistent with the Research results (Zabua et al., 2024), although applied in a different context, namely the education of Indonesian migrant children abroad, Canva can help students understand the concept of Asmaul Husna effectively. Furthermore, these results reinforce the view that developing contextual and responsive learning processes requires the use of learning technology, as emphasized by (Indra et al., 2025), who state that the use of technology such as Canva confirms the importance of technological innovation in supporting active, meaningful learning that is relevant to the needs of the times. Visual media that enables students not only to memorize Asmaul Husna but also to understand it through real examples displayed in Canva. The use of visual media makes learning more interesting, fosters interest in learning, and increases student motivation. (Hulu et al., 2022).

Based on the above discussion, it can be concluded that using Canva significantly improves learning outcomes. The design and clarity of the Material presented in Canva have a significant impact on students' understanding and participation (Indra et al., 2025). This was confirmed by Triningsih (2021) in (Tri & Adam, 2022) stated that Canva helps teachers and students implement learning that is oriented towards skills, creativity, and technology, because the designs produced through Canva attract students' interest in learning and increase their motivation by presenting more engaging teaching materials and content. This development aligns with improvements in learning outcomes from one cycle to the next. The use of Canva in learning supports the achievement of student learning objectives while building a more conducive and enjoyable learning environment.

CONCLUSION AND RECOMMENDATIONS

Research conducted at ICC Muar, Malaysia, shows that the use of interactive visual tools, such as Canva, in teaching Asmaul Husna can enhance learning quality and academic achievement among children of Indonesian migrant workers. The use of this digital platform enables educators to present more engaging, systematic, and accessible learning content, thereby increasing students' focus, enthusiasm for learning, and active participation in classroom activities. Research data shows significant progress, starting with the initial evaluation at 22%, then experiencing a moderate increase in the first round to 56%. This figure has not met the 75% success target set at the beginning of the study. This has prompted various improvements, including maximizing the use of digital media and increasing student activity in the learning process. The improvements implemented in the second round yielded satisfactory results with a completion rate of 85%, exceeding the targeted success standard. These results indicate that Canva is not merely a tool for delivering Material, but an instrument that enriches students' overall educational experience. The implementation of digital learning media, such as Canva, has a positive impact, especially for Indonesian migrant children who face various obstacles in accessing quality education, by making learning activities more effective and enjoyable. Thus,

integrating Canva-based learning should be considered a strategic option in Islamic Religious Education subjects, as it not only supports mastery of the Material but also facilitates innovative and productive learning. Based on the results of this study, it is recommended that future Research explore the application of Canva across different PAI materials at different levels, and integrate it with specific learning models or approaches to gain a deeper understanding of the effectiveness of digital media.

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