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Development of an Interactive Audiovisual Learning Media Using Canva to Enhance Students' Learning Interest in Qur'an-Hadith Education

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ABSTRACT. This study aimed to develop Canva-assisted interactive audiovisual learning media and evaluate its validity, practicality, effectiveness, and impact on students' learning interest in Qur'an and Hadith learning. The study employed a Research and Development (R&D) approach using the 4D model, consisting of Define, Design, Develop, and Disseminate stages. The participants consisted of Grade VII students at MTs Darussalam. Data were collected through expert validation sheets, student response questionnaires, and learning interest questionnaires administered before and after the implementation of the developed media. The findings indicated that the developed learning media was highly valid, achieving an overall validation score of 95.29%. The media was also highly practical, as demonstrated by the student response score of 98.08%. Furthermore, the media was effective in increasing students' learning interest, with the average score increasing from 52.33% before implementation to 82.96% after implementation, resulting in an N-Gain score of 0.64, categorized as moderate improvement. In addition, students' learning interest reached a very high level, with an overall score of 92.70% across six indicators. These results demonstrate that Canva-assisted interactive audiovisual learning media can provide meaningful, engaging, and interactive learning experiences while effectively enhancing students' interest in Qur'an and Hadith learning. Therefore, the developed media can serve as an alternative instructional resource to support more innovative and student-centered learning in madrasah.

Keywords: Canva-Assisted Learning Media, Interactive Audiovisual Media, Qur'an and Hadith, Learning Interest

INTRODUCTION

The rapid advancement of digital technology has transformed educational practices worldwide, encouraging the adoption of student-centered and technology-enhanced learning. Education in the twenty-first century is expected to foster digital literacy, critical thinking, creativity, collaboration, and communication skills. UNESCO emphasizes that quality education should develop learners through the four pillars of education: *learning to know, learning to do, learning to be,* and *learning to live together*. Meanwhile, UNICEF reports that many education systems still face challenges in implementing digital learning due to limited teacher competence, unequal technological access, and insufficient interactive learning resources. These conditions indicate that educational innovation should focus not only on technology adoption but also on developing multimedia learning environments that actively engage students. In Indonesia, educational digitalization has been strengthened through the Merdeka Curriculum and various digital learning initiatives. The *Rapor Pendidikan Indonesia* identifies instructional quality and technology integration as national priorities, while the Ministry of Religious Affairs continues to promote the digital transformation of madrasahs. However, preliminary observations at MTs Al-Qur'aniyah Manna, Bengkulu Selatan, revealed that Qur'an–Hadith instruction remains predominantly lecture-based and relies on static visual media, such as printed materials and presentation slides. The absence of

interactive audiovisual media limits students' attention, participation, persistence, and learning interest, demonstrating a gap between digital education policies and classroom practices. Qur'an–Hadith learning requires instructional approaches that integrate textual, visual, and auditory information because students are expected to understand meanings, apply *tajwid*, pronounce Arabic texts correctly, and internalize Islamic values. According to the Cognitive Theory of Multimedia Learning, meaningful learning occurs when verbal and visual information are processed simultaneously through dual cognitive channels. Likewise, the Modality Principle and Dale's Cone of Experience suggest that audiovisual instruction improves comprehension, retention, and engagement more effectively than text-based learning alone. Therefore, interactive audiovisual media provide a relevant pedagogical approach for improving Qur'an–Hadith learning.

Recent studies consistently demonstrate that Canva-based multimedia and audiovisual learning improve students' motivation, engagement, conceptual understanding, and learning outcomes. Canva has been reported as an effective platform for developing interactive learning media (Rahayu & Ansori, 2025; Ilahy et al., 2025), while audiovisual instruction significantly enhances students' motivation and achievement (Kurniawan et al., 2026; Erlitaviana & Tyas, 2025). Other studies emphasize that meaningful learning is supported by student engagement, teacher support, and multimedia learning principles grounded in the Cognitive Theory of Multimedia Learning (Han, 2025; Prananto et al., 2025; Twabu, 2025; Mishra, 2025; Agbarakwe & Ossai-Chidi, 2025). Furthermore, digital media have been recognized as an effective innovation for improving Qur'an–Hadith learning in Islamic education (Latifah et al., 2026; Putkonen et al., 2025). Although previous studies have confirmed the effectiveness of Canva and multimedia learning, most have focused on Canva as a visual presentation tool and evaluated learning achievement or motivation rather than students' learning interest. In addition, studies specifically developing CTML-based interactive audiovisual media for Qur'an–Hadith education remain limited. This study develops an interactive audiovisual learning medium using Canva by integrating Arabic texts, pronunciation audio, instructional videos, animations, and interactive assessments within a single learning environment based on the Cognitive Theory of Multimedia Learning. Unlike previous studies, Canva is positioned not merely as a design application but as an instructional design platform to enhance students' learning interest in Qur'an–Hadith education. Accordingly, this study aims to develop and evaluate the validity, practicality, and effectiveness of the proposed learning media in improving students' learning interest.

METHOD

This study employed a Research and Development (R&D) approach using the 4D model developed by Thiagarajan, Semmel, and Semmel, which consists of four stages: Define, Design, Develop, and Disseminate. The model was selected because it provides a systematic framework for developing and evaluating educational products. The study was conducted during the second semester of the 2025/2026 academic year at MTs Al-Qur'aniyah Manna, Indonesia, involving Grade VII students in the Qur'an–Hadith subject. Three experts, comprising a media expert, a Qur'an–Hadith subject expert, and a language expert, participated in the validation process. This research integrated qualitative and quantitative approaches to evaluate the quality, practicality, and effectiveness of the developed learning media. The Define stage involved classroom observations, teacher interviews, curriculum analysis, and identification of students' learning needs, revealing that Qur'an–Hadith instruction remained predominantly teacher-centered and relied on conventional learning media, resulting in low student engagement and learning interest. During the Design stage, an interactive audiovisual learning medium was developed using Canva by integrating text, images, animations, narration, audio pronunciation, videos, and interactive quizzes into a structured storyboard aligned with the learning objectives. In the Develop stage, the prototype was validated by experts covering aspects of instructional content, media design, and language before being revised according to their recommendations. Subsequently, the revised product was implemented through a limited classroom trial to evaluate its practicality and students' responses. Finally, the

Disseminate stage involved classroom implementation and preparation of the final product for wider educational use. Data were collected through classroom observations, expert validation sheets, student response questionnaires, and learning-interest questionnaires. Observation data and expert feedback were analyzed qualitatively to improve the product, whereas quantitative data were analyzed using descriptive statistics. Product validity, practicality, and students' learning interest were calculated using percentage scores derived from a five-point Likert scale. The developed media were considered feasible when the validation score reached at least 80% (very valid), while their effectiveness was determined by improvements in students' learning-interest indicators, including attention, interest, engagement, persistence, self-initiative, and learning retention after the implementation of the interactive audiovisual learning media.

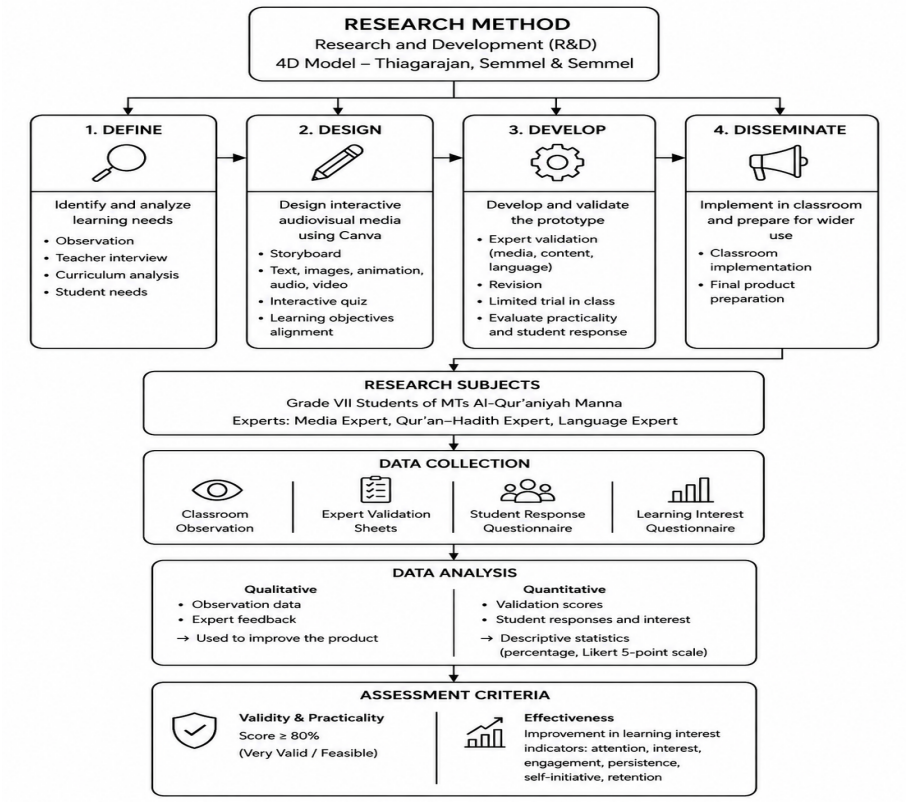


Figure 1. Methods

RESULT AND DISCUSSION

This study employed the 4D development model, consisting of the Define, Design, Develop, and Disseminate stages, to develop Canva-assisted learning media for teaching the Qur'an and Hadith. The findings are presented in terms of the media's validity, practicality, effectiveness, and its impact on students' learning interest.

Validation of the Learning Media

The first stage after developing the learning media was expert validation to evaluate the feasibility of the product before classroom implementation. The validation process involved three experts, namely a content expert, a media expert, and a language expert. The results of the validation are presented in Table 1.

Table 1. Validation Results of the Learning Media

Validation Aspect	Percentage (%)	Category
Content Expert	96.00	Highly Valid
Media Expert	95.00	Highly Valid
Language Expert	95.00	Highly Valid

Average	95.29	Highly Valid

The studies summarized in Table 1 reveal a clear shift in multimedia learning research. Rather than simply asking whether digital media improve learning, recent studies increasingly focus on how multimedia should be designed to create meaningful learning experiences. Across different educational contexts, interactive audiovisual media are consistently associated with greater learner motivation, stronger engagement, and better academic performance. This pattern aligns closely with Mayer's Cognitive Theory of Multimedia Learning (CTML), which proposes that learning becomes more effective when verbal and visual information are processed together through separate cognitive channels (Mayer, 2024). However, multimedia alone does not guarantee better learning outcomes and as emphasized, instructional effectiveness depends on whether multimedia is designed according to evidence-based principles such as *coherence, signaling, segmenting, modality,* and *personalization*. These principles reduce unnecessary cognitive processing, allowing learners to devote more mental resources to understanding and integrating new knowledge. The robustness of this theoretical perspective is supported by the large-scale meta-meta-analysis conducted by Noetel et al. (2021), which demonstrated that multimedia designed in accordance with CTML principles consistently improves learning performance. Similarly, the systematic review by Fyfield et al. (2022) concluded that instructional videos are most effective when they are concise, logically segmented, and accompanied by learning activities that actively involve students rather than requiring passive viewing. Another important pattern emerging from Table 1 is that successful multimedia development depends not only on technological features but also on instructional quality and pedagogical validation. Studies by Marzalius and Jasril (2026) and Rajab et al. (2025) illustrate that interactive multimedia developed through systematic instructional design processes achieves high levels of content validity while simultaneously improving learner motivation and classroom participation. Likewise, Shakeel et al. (2023) demonstrated that instructional products developed using the ADDIE framework were pedagogically sound, positively received by students, and capable of enhancing academic achievement. Within Islamic education, Yunus et al. (2024) further argued that learning materials become more engaging when they combine clear instructional objectives, interactive activities, and authentic Islamic values. Although these studies provide convincing evidence for the educational value of interactive multimedia, they also reveal a noticeable research gap. Most existing work has been conducted in science, vocational, language, or higher education settings, whereas multimedia development for Qur'an–Hadith education remains largely unexplored. Consequently, the present study extends the existing literature by integrating Canva-based interactive audiovisual media with established multimedia learning principles to foster students' learning interest in Qur'an–Hadith education, thereby contributing both theoretically and practically to the growing field of digital Islamic education.

Students' Responses to the Learning Media

Following the expert validation, the practicality of the developed media was evaluated through students' responses after using the learning media during classroom instruction. Students assessed several aspects of the media, including content, design, visual presentation, and usefulness. The results are summarized in Table 2.

Table 2. Students' Responses to the Learning Media

Indicator	Percentage (%)	Category
Content	98.66	Strongly Agree
Design/Layout	96.66	Strongly Agree
Visual Presentation	98.16	Strongly Agree
Usefulness	98.53	Strongly Agree
Average	98.08	Strongly Agree

The findings presented in Table 2 indicate that the Canva-assisted interactive audiovisual learning media achieved an exceptionally high level of acceptance among students, as reflected in the overall practicality score of 98.08%. The consistently high ratings across all evaluated

dimensions, particularly content quality (98.66%), media usefulness (98.53%), and visual presentation (98.16%), suggest that students perceived the learning media as not only easy to use but also highly effective in supporting the learning process. These findings imply that the successful integration of instructional content, visual design, and audiovisual elements created a holistic learning experience in which technology functioned not merely as a medium for information delivery but also as a tool that facilitated meaningful knowledge construction. This finding is consistent with the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer (2024), which posits that learning becomes more effective when verbal and visual information is presented in an integrated manner, enabling learners to actively select, organize, and integrate information within working memory while minimizing extraneous cognitive load. Accordingly, multimedia instruction that effectively combines text, images, animation, and audiovisual elements enhances cognitive processing efficiency and promotes meaningful learning. Supporting this perspective, Tomita (2022) argued that students' responses to instructional materials are influenced not only by content quality but also by their overall visual experience, where aesthetic appeal and design clarity contribute to learners' emotional engagement. Furthermore, Bland et al. (2024) demonstrated that multimedia designed according to CTML principles significantly improves students' situational interest and academic achievement, indicating that high-quality multimedia design positively affects both cognitive and affective learning outcomes. Beyond demonstrating the effectiveness of multimedia design, the high practicality ratings also underscore the importance of perceived usefulness, perceived ease of use, and perceived enjoyment in shaping students' acceptance of educational technology. This phenomenon can be explained through the Technology Acceptance Model (TAM) introduced by Davis (1989), which argues that technology acceptance is primarily determined by users' perceptions of its usefulness and ease of use. When learners perceive a technology as beneficial for improving learning performance while requiring minimal effort to operate, they are more likely to accept, adopt, and continue using it. This theoretical perspective is supported by Jo and Park (2023), who identified perceived usefulness and perceived enjoyment as key predictors of users' continuance intention toward digital learning technologies. Similarly, Pandita and Kiran (2023) found that a well-designed technology interface enhances student engagement, which subsequently leads to higher levels of learning satisfaction. Comparable findings were reported by Al-Maroof et al. (2022), who demonstrated that media richness, perceived usefulness, and perceived ease of use significantly influence students' acceptance of audiovisual learning media. Moreover, the systematic review conducted by Kerimbayev et al. (2023) emphasized that educational technology produces optimal learning outcomes when implemented within a student-centered learning environment that promotes learner autonomy, active participation, and meaningful interaction throughout the instructional process. Therefore, the overwhelmingly positive responses reported in Table 2 not only confirm the excellent practicality of the Canva-based audiovisual learning media but also demonstrate its effectiveness in creating an engaging, interactive, and student-centered learning experience. Consequently, the developed learning media has strong potential to enhance students' learning interest in Al-Qur'an Hadith while enriching their overall learning experience through meaningful multimedia-supported instruction.

Effectiveness of the Learning Media

To determine whether the developed media improved students' learning interest, a comparison between pre-test and post-test scores was conducted using the N-Gain analysis. The results are presented in Table 3.

Table 3. Effectiveness of the Learning Media in Improving Students' Learning Interest

Variable	Value	Category
Learning Interest (Pre-test)	52.33%	Moderate
Learning Interest (Post-test)	82.96%	Highly Effective
N-Gain	0.64	Moderate
N-Gain (%)	64.00%	Effective

The results presented in Table 3 indicate that the Canva-assisted interactive audiovisual learning media effectively promoted students' learning interest. This effectiveness is evidenced by the increase in the average learning interest score from 52.33% in the pre-test to 82.96% in the post-test, with an N-Gain value of 0.64, representing a moderate improvement and an effectiveness level of 64%. Rather than simply increasing students' initial interest, the developed media facilitated sustained motivational improvement throughout the learning process. This finding can be primarily interpreted through the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer (2024), which posits that meaningful learning occurs when learners actively select, organize, and integrate verbal and visual information through dual cognitive channels while efficiently utilizing the limited capacity of working memory. Consequently, instructional media that deliberately integrates text, images, animations, audio, and video enables learners to process information more efficiently, resulting in deeper understanding and stronger learning engagement. This explanation is further complemented by Cognitive Load Theory (Sweller, 1988), which argues that well-structured multimedia design minimizes extraneous cognitive load, allowing learners to allocate greater cognitive resources to processing essential learning content. In addition, Dual Coding Theory (Paivio, 1986) suggests that presenting information simultaneously through verbal and visual representations creates complementary mental codes that strengthen comprehension, retention, and long-term memory. Therefore, the instructional design of the Canva-based learning media is likely to have enhanced students' cognitive processing while simultaneously increasing their motivation and meaningful learning experiences. Similarly, Inwanti and Setiawan (2025) reported that animated video-based instruction produced higher learning motivation and better academic achievement than conventional teaching methods, indicating that engaging multimedia can stimulate students' enthusiasm and active participation in learning. Likewise, Duterte (2024) found that technology-enhanced learning environments substantially increased both student engagement and academic performance when interactive digital tools were implemented effectively. These findings are further reinforced by the systematic review conducted by Çeken and Taşkın (2022), which concluded that multimedia learning principles including modality, signaling, coherence, segmenting, and personalization consistently improve learning effectiveness by optimizing cognitive processing across various educational settings. Moreover, the meta-analysis by Krieglstein et al. (2022) provides robust evidence that signs capable of reducing unnecessary cognitive load while promoting germane cognitive load contribute significantly to meaningful learning outcomes. Collectively, these theoretical and empirical findings suggest that the improvement in students' learning interest observed in this study resulted not merely from the incorporation of multimedia elements through Canva but from the implementation of cognitively grounded instructional design principles that foster sustained attention, deeper information processing, meaningful engagement, and more effective learning in Qur'an and Hadith education.

Students' Learning Interest After Media Implementation

Learning interest was further examined through six indicators, namely attention, interest, engagement, persistence, self-motivation, and retention. The findings are summarized in Table 4.

Table 4. Students' Learning Interest Indicators After Media Implementation

Learning Interest Indicator	Result
Attention	Improved
Interest	Improved
Engagement	Improved
Persistence	Improved
Self-Motivation	Improved
Retention	Improved
Average Score	92.70% (Very High)

Based on Table 4, the implementation of interactive audiovisual learning media assisted by Canva has been proven to increase students' interest in learning in all dimensions measured. This

increase is reflected in the average achievement of 92.70% with a very high category, which includes the aspects of attention, interest, engagement, persistence, self-motivation, and retention. These results show that the developed media is not only effective in attracting students' attention at the beginning of learning, but also able to maintain their involvement until the learning process is completed. This condition is in line with the ARCS Motivation Model developed by Keller (1987), which emphasizes that the success of a learning medium is determined by its ability to build Attention, present Relevance to learning needs, increase students' Confidence, and produce Satisfaction after the learning process takes place. By harmoniously integrating visual illustrations, animations, audio, video, and interactive activities, Canva-based media is able to meet all four components, encouraging stronger motivation to learn. This explanation is also strengthened by the Self-Determination Theory from Deci and Ryan (1985) which states that intrinsic motivation develops when the learning environment is able to meet the psychological needs of students for autonomy, competence, and social connectedness. On the other hand, the Student Engagement Theory put forward by Fredricks et al. (2004) emphasizes that learning engagement is the result of interaction between behavioral, emotional, and cognitive aspects that reinforce each other during the learning process. Empirical evidence supports that interpretation. Fong et al. (2024) through meta-analysis showed that motivation regulation strategies have a positive relationship with academic motivation, self-regulation ability, and learning achievement. In line with that, Xiao and Hew (2023) found that digital learning designs that utilize gamification elements effectively improve students' intrinsic motivation, behavioral engagement, cognitive engagement, and academic performance. The relationship between motivation and engagement is also clarified by Singh et al. (2022) who identify motivation as the main factor driving increased student engagement. Furthermore, Sá (2023) revealed that academic and social involvement play an important role in maintaining the continuity of learning and the success of students. From the perspective of independent learning, Li and Lajoie (2022) explain that cognitive involvement will develop optimally if students are able to manage their learning process through self-regulated learning mechanisms. The results of Maceiras et al.'s (2025) research also show that the application of interactive video-based active learning strategies provides a more positive perception of learning while increasing student participation during learning. In addition, Lai et al. (2023) prove that individual interest and self-regulation ability are important factors that encourage the sustainability of the use of technology in learning activities, while Goh (2025) emphasized that consistency and perseverance of learning engagement are strong predictors of academic success. Thus, the high achievement in all learning interest indicators in this study shows that Canva-assisted audiovisual learning media not only succeeds in increasing the attractiveness of learning, but is also able to strengthen intrinsic motivation, active engagement, learning perseverance, and sustainability of the learning process of students so as to produce a more meaningful, effective, and student-centered learning experience of the Qur'an Hadith.

Summary of the Development Process Based on the 4D Model

The overall development process and major findings at each stage of the 4D model are summarized in **Table 5**.

Table 5. Summary of Research Findings Based on the 4D Development Model

Development Stage	Activities/Outputs	Key Findings
Define	Classroom observation, needs analysis involving teachers and students, and literature review.	The learning process was conducted using the Merdeka Curriculum with textbooks and Canva slides. Students experienced difficulties understanding the Qur'an and Hadith materials, while teachers required more interactive instructional media. Teacher needs analysis showed perception (80%), learning experience

		(92%), and media needs (93%). Student needs analysis showed perception (92.44%), learning experience (94.85%), and media needs (94.57%).
Design	Development of a Canva-assisted audiovisual learning media prototype.	The product consisted of an introduction, title page, learning materials, audio narration, visual illustrations, practice exercises, and answer discussions covering Tajwid, *Mad* rules, *Mad Ṭabi'i*, and Hadiths on optimism and patience.
Develop	Expert validation and practicality testing through students' responses.	The learning media achieved an overall validity score of 95.29% (Highly Valid) and an average student response score of 98.08% (Strongly Agree), indicating that the media was highly valid and practical.
Disseminate	Distribution of the learning media to Islamic Education teachers, dissemination of findings, and scientific publication.	The learning media was distributed via a Canva link to teachers for classroom use. Students' highly positive responses (98.08%) indicate that the media is ready for broader implementation.
Media Effectiveness	Comparison of pre-test and post-test learning interest.	Learning interest increased from 52.33% to 82.96%, with an N-Gain score of 0.64 (64%), indicating moderate effectiveness.
Students' Learning Interest	Assessment of six learning interest indicators.	All six indicators improved, resulting in an overall learning interest score of 92.70% (Very High).

The findings in Table 5 prove that the 4D model produces a valid, practical, and effective medium. Thiagarajan et al. (1974) emphasized that each stage of development systematically improves the quality of the product. At the Define stage, learning needs were successfully mapped comprehensively. The characteristics of students and the needs of teachers are the basis for media development. The Design Stage produces multimedia designs that are aligned with the learning objectives. Expert validation and user testing strengthen the quality of the media at the Develop stage. The Disseminate stage expands the use of media in broader learning practices. The Design-Based Research perspective emphasizes the importance of iterative evaluation to produce effective learning innovations. According to Mayer (2024), multimedia strengthens the optimal integration of verbal and visual information. This integration encourages the formation of more meaningful learning. Tomita (2022) highlights the role of visual design in shaping students' learning experiences. Bland et al. (2024) prove that CTML-based multimedia increases situational interest and academic achievement. The findings of Jo and Park (2023) associate perceived usefulness with the sustainability of the use of learning technology. Pandita and Kiran (2023) show that technological interfaces increase student engagement and learning satisfaction. Satriani and Prasojo (2024) reported an increase in learning outcomes through web-based multimedia. Inwanti and Setiawan (2025) show the effectiveness of animated videos in increasing learning motivation. Fong et al. (2024) found a positive relationship between motivational regulation and academic achievement. Singh et al. (2022) identified motivation as a major factor shaping learning engagement. All stages of development complement each other to produce learning media that is ready to be widely implemented.

CONCLUSION

This study successfully developed interactive audiovisual learning media based on Canva for the Qur'an-Hadith subject, utilizing the 4D development model (Define, Design, Develop, Disseminate). The results indicate that the developed media possesses a very high level of validity (95.29%), thereby meeting criteria regarding content suitability, instructional design, language, and visual presentation. The media also demonstrated an excellent level of practicality reflected in a 98.08% positive student response making it user-friendly, engaging, and supportive of the learning process. Furthermore, the implementation of this media successfully boosted student learning interest; scores rose from 52.33% to 82.96%, with an N-Gain value of 0.64 (64%), placing it in the moderate effectiveness category. This improvement was consistent across all indicators of learning interest: attention, curiosity, engagement, persistence, self-motivation, and retention. Thus, the developed learning media is proven to be valid, practical, and effective in supporting Qur'an-Hadith instruction, while also fostering a learning experience that is more interactive, meaningful, and student-centered. The findings provide both theoretical and practical contributions to the development of digital learning media in Islamic education. Theoretically, this study reinforces the relevance of the 4D Development Model, the Cognitive Theory of Multimedia Learning, and the ARCS Motivation Model in explaining how systematically designed multimedia can improve students' learning experiences and learning interest. Practically, the developed Canva-assisted learning media offers an accessible, low-cost, and user-friendly instructional alternative that can assist teachers in implementing interactive learning aligned with the Merdeka Curriculum. Despite these contributions, several limitations should be acknowledged. The study was conducted in a single junior secondary school with a relatively limited number of participants, which may restrict the generalizability of the findings. In addition, the effectiveness evaluation focused primarily on students' learning interest and short-term implementation, without examining long-term learning retention or academic achievement. Therefore, future studies are encouraged to involve larger and more diverse samples, apply experimental or longitudinal research designs, and investigate additional learning outcomes, such as critical thinking, learning achievement, digital literacy, and higher-order thinking skills, to further validate the effectiveness of Canva-assisted interactive multimedia across broader educational contexts.

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