

Development Of Interactive Presentation Media Wudhu Material Using Inner Canva Learning Islamic Religious Education

Herman Syafii¹, Muhammad Saleh², Ahdar³, Usman⁴, Marhani⁵

^{1,2,3,4,5} IAIN Parepare Indonesia

E-mail:

*hermansyafii02@gmail.com, muhammadsaleh@iainpare.ac.id,
ahdar@iainpare.ac.id, usman@iainpare.ac.id, marhani@gmail.com*

Abstract

The aims of this research is to develop interactive presentation media regarding removal of material using Canva. The intention of developing presentation media is to simplify the educators in delivering learning materials more attractively. This research was conducted by adopting the 4-D development model modified according to the researcher's needs and capabilities, including the steps (Definition, Design, Development, and Dissemination). The developed presentation media used Canva. The developed media that has undergone expert and material validation tests, was then limitedly trailed on 5 students as well on a larger scale with 18 randomly selected fourth-grade students at SD Negeri 47 Parepare. The result of this study is an interactive presentation media regarding removal of material using Canva. Based on the final validity assessment by media validators, it achieved a score of 85.29%, categorized as good. The material validation test achieved a final score of 97.06%, categorized as very good. Furthermore, to measure the students' responses, the researcher delivered a small-scale trial scored 81%, categorized as good, and a large-scale trial scored 90.55%, categorized as very good. Therefore, it can be assumed that the interactive presentation media toward ablution material using Canva developed in this research is viable to be used in Islamic education learning toward ablution material for fourth-grade students at SD Negeri 47 Parepare.

Keywords: Development of Media, Interactive Presentation Media, Ablution.

***Corresponding author:** hermansyafii02@gmail.com

DOI: 10.35905/aliftah.v%vi%i.10393

AL-IFTAH with CC BY SA license. Copyright ©, the author(s)



1.Introduction

Learning is a process where a learner interacts with an educator or learning resource in a learning environment. Learning is the support provided by educators to enable the process of acquiring knowledge and knowledge, acquiring skills and habits, and forming students' attitudes and beliefs. Humans are expected to get better at everything as time goes by.(Yani, 2022a) Today's technology is

developing rapidly, resulting in major changes that make all jobs seem simple and cheap. (Wardana Ahdar Djamaluddin, Belajar dan Pembelajaran; Teori, Desain, Model Pembelajaran dan Prestasi Belajar. Parepare: Kaffah Learning Center 2021) Changes in learning methods and materials are caused by advances in science and technology. (Hamdanah Said, Pengembangan Model Pembelajaran Virtual Untuk Meningkatkan Efektifitas Pembelajaran Pada Madrasah Negeri Kota Parepare.” Lentera Pendidikan 17, no. 1 2014) The use of media is appropriate and useful for students to learn according to their abilities, and can clarify the presentation of the message. The presence of media in the learning process has a very important meaning. Material that was previously complicated can now be easily conveyed with the media. (Azizah Mardan, Azizah Mardan. “Pengembangan Media Pembelajaran Hormat Dan Patuh Kepada Kedua Orang Tua Dan Guru Mata Pelajaran Pendidikan Agama Islam Pada Kelas V SDN 158 Mundan Enrekang.” IAIN Parepare, 2019)

Among the efforts that teachers can utilize is through the use of interactive presentation media in learning. In the current era of revolution 4.0, there are lots of technology-based media that can be utilized. Among these media is Canva. Canva is an online design program site that provides various design tools such as interactive presentations, interactive learning videos, infographics, brochures, banners, book covers, and so on. The types of presentations available on Canva include creative presentations, education, business, advertising, technology, and so on. The advantages of the Canva application are that it has a variety of attractive designs, is able to increase the creativity of teachers and students in designing learning media because there are many features that are provided, saves time in practical learning media, when designing, you don't have to use a laptop, but can be done via cellphone.

Apart from the advantages obtained in this Canva application, there are also basic disadvantages found in this application, namely, if you want to use Canva, each user must have a data package to be able to connect and be able to use Canva, apart from that, the design presented in the Canva application is also Some templates are paid, but this is not a problem, because there are many good templates that are free to use. (Garris Pelangi, 2018)

Based on initial observations made by the author, it was found that there were 3 PAI teachers at SD Negeri 47 Parepare in the Islamic religious education learning process who still found PAI teachers who taught without using media, only explained, then were given assignments without any feedback. there is communication between students and teachers. (Yani, 2023) However, in other situations teachers use media in the form of power points which are not yet interactive as the media used in the learning process.(Candrasari et al., 2024)

Reflecting on the characteristics of Islamic religious education subjects is relevant to abstract and verbalistic concepts, for example in ablution material which requires practice but is more often delivered using the lecture method only.(Yani & Hum, 2022) If presentation media can be used in Islamic religious education learning, students will be more enthusiastic about learning. The author also discovered the fact that Islamic religious education learning at SD Negeri 47 Parepare is still very minimal in the use of interactive presentation media. Teachers dominate the learning process while students just sit quietly. So, to solve the problems that occur in schools, the author chose to develop interactive presentation media using Canva and according to the characteristics of students.

2. METHODS

This research was conducted using research and development (R&D) methods.(Yani, 2022b) The product that will be developed by the author in this research is an interactive presentation media for ablution using Canva in Islamic religious education learning for Class IV UPTD SDCountry47 Parepare using the 4D model developed by Thiagarajan which consists of 4 stages including the definition stage, design stage, development stage, and deployment stage. The location of this research is UPTD SDCountry47 Parepare whose address is Jl. Opu Daeng Risaju No.12, Lakessi, Kec. Soreang, Parepare City, South Sulawesi 91131.

3. RESULTS AND DISCUSSION

a. Material expert validation

The material validation stage was carried out by Dr. Agus Muchsin, M.Ag. He is a lecturer at the IAIN Parepare Postgraduate in the field of Islamic law as

well as deputy director of the IAIN Parepare Postgraduate (Figure Appendix B.1). Based on the results of the assessment carried out by the post-revision material expert validator, the score given by the validator was 66 with a percentage of 97.06% (see table 13) which qualitatively falls into the very adequate category. So a conclusion can be drawn that the interactive media product presentation of ablution material using Canva is very suitable for testing.

b. Media Expert Validation

The media validation stage was carried out by Mr. Ali Rahman, M.Pd. He is a lecturer at the IAIN Parepare Postgraduate Program (Attachment Figure B.2). Based on the results of the assessment carried out by media expert validators after the revision, the score given by the validator was 58 with a percentage of 85.29% (see table 15) which qualitatively falls into the adequate category. So a conclusion can be drawn that the interactive media product presentation of ablution material using Canva is worthy of trial.

c. Learning Practitioner Validation

The learning practitioner validation stage was carried out by Mrs. Desi Pratiwi, M.Pd. He is a teacher of Islamic religious education and character at SDN 47 Parepare (Appendix Figure B.3). Based on the results of the assessment carried out by the learning practitioner validator, the score given by the validator was 65 with a percentage of 95.58% (see table 17) which qualitatively falls into the very decent category. So a conclusion can be drawn that the interactive media product presentation of ablution materials using Canva is very suitable for testing.

The second learning practitioner validation stage was carried out by Mr. Muhammad Idrus, S.Pd. He is the class IV homeroom teacher at SDN 47 Parepare (Attachment Figure B.3). Based on the results of the assessment carried out by the learning practitioner validator, the score given by the validator was 60 with a percentage of 88.23% (see table 19) which qualitatively falls into the feasible category. So a conclusion can be drawn that the interactive media product presentation of ablution material using Canva is worthy of trial.

d. Field Trials

To find out students' responses to the interactive media presentation of ablution using Canva in the Islamic religious education class IV SDN 47 Parepare subject, two trial stages were carried out, namely:

1) Small scale field trials

At this stage, a small-scale trial was carried out in class IV at SDN 47 Parepare, in this case the researcher acted as a teacher using an interactive presentation of wuhdu material using Canva, then the researcher distributed questionnaires to 5 students (Appendix Figure B.4). Based on the results of the assessment carried out by students, a score was obtained of 243, an average value of 48.6 with a percentage of 81% (see table 21) which qualitatively falls into the good or adequate category. So a conclusion can be drawn that the interactive media product presentation of ablution material using Canva is suitable for use in the learning process.

2) Large-Scale Field Trials

At this stage, a large-scale trial was carried out in class IV at SDN 47 Parepare, in this case the researcher acted as a teacher using an interactive presentation of wuhdu material using Canva, then the researcher distributed questionnaires to 18 students (Appendix Figure B.5). Based on the results of the assessment carried out by students, a score was obtained of 978, an average value of 54.33 with a percentage of 90.55% (see table 23) which qualitatively falls into the very good or very decent category. So a conclusion can be drawn that the interactive media product presentation of ablution material using Canva is very suitable for use in the process of learning ablution material.

1. Deployment Stage

The activities carried out at this stage are packaging products that have been developed based on the results of validation tests, post-validation revisions, product trials, post-product trial revisions. In this activity, the product was given to Islamic religious education teachers at SDN 47 Parepare to be used as a medium in carrying out the learning process in class and it is hoped that it can become a reference for other teachers in designing interactive presentation media.(Noviasmy, 2022)

4. CONCLUSION

The interactive presentation media product for ablution material using Canva was declared feasible. This is based on the first stage (definition stage) where the researcher carries out initial and final analysis, student analysis and material analysis which is the basis for the researcher in designing the presentation media that will be developed. The second stage (design stage) the researcher started with making storyboards, media validation and material validation. From the validation results, it showed that the media validation results gave 85.29% with good criteria and were suitable for trialling, while the material validation results gave 97.06% with very good criteria and were suitable for trialling. The third stage (development stage) the researcher carried out 2 trials, the first trial the researcher carried out a small scale trial using 5 students out of 23 students in total and got a response of 81% with good criteria, in the second trial or large scale trial the researcher used 18 students out of 23 students overall received a response of 90.55% with the criteria being very good or suitable for use in the teaching and learning process in Islamic religious education and morals, ablution material for class IV SDN 47 Parepare. In the fourth stage (distribution stage) the researcher distributed a link to an interactive ablution presentation media product using Canva to religious teachers and class IV homeroom teachers at SDN 47 Parepare for use in learning Islamic religious education and character, especially ablution material, apart from the media being used for the learning process, the media This can be a reference for religious teachers in creating interactive presentation media.

REFERENCES

- Azizah Mardan. (2019). *Pengembangan Media Pembelajaran Hormat dan Patuh Kepada Kedua Orang Tua dan Guru Mata Pelajaran Pendidikan Agama Islam Pada Kelas V SDN 158 Mundan Enrekang*. IAIN Parepare.
- Candrasari, R., Makulua, J., Noviasmy, Y., & Makulua, K. (2024). GPT Chat: Useful or Not in Supporting Learning in Higher Education. *International Journal of Language and Ubiquitous Learning*, 2(2), 537–549.
- Garris Pelangi. (2018). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia Jenjang SMA/MA. *Jurnal Sasindo Unpam*, 7(1).

- Hamdanah Said. (2014). Pengembangan Model Pembelajaran Virtual Untuk Meningkatkan Efektifitas Pembelajaran Pada Madrasah Negeri Kota Parepare. *Lentera Pendidikan*, 17(1).
- Noviasmy, Y. (2022). Need Analysis Of English Course Materials For The First Grade Of Food Crops And Horticulture Students Of SMKN 4 Sidrap. *Al-Iftah: Journal of Islamic Studies and Society*, 3(1), 42–50.
- Sujono, Herman Dwi. Multimedia Pembelajaran Interaktif. Yogyakarta: UNY Press, 2017.
- Sukmawati. “Pengembangan Media Video Tutorial dalam Materi Praktik Ibadah Salat pada Mata Pelajaran Fikih di MTs.N 4 Bulukumba Kabupaten Bulukumba,” Tesis. Makassar: UIN Alauddin Makassar, 2020.
- Syafrida. Nurhayati Zein. Fiqh Ibadah. Kota Pekanbaru: CV Mutiara Pesisir Sumatra, 2015.
- Tanjung Rahma Elvira. Delsina Faiza, “Canva Sebagai Pembelajaran Mata Pelajaran Dasar Listrik dan Elektronika”, *Jurnal Vokasional Teknik Elektronika dan Informatika*. Vol. 7, No. 2, Tahun 2019.
- Tim Penyusun Kamus Pusat Bahasa. Kamus Besar Bahasa Indonesia. Edisi Ketiga. Jakarta: Balai Pustaka, 2007.
- Thabroni, Gamal. “Pengertian Desain Produk, Tujuan, Fungsi & Pendapat Ahli.” Diakses dari <https://serupa.id/pengertian-desain-produk-tujuan-fungsi-pendapat-ahli/> 2019.
- Wardana. Ahdar Djameluddin. Belajar dan Pembelajaran; Teori, Desain, Model Pembelajaran dan Prestasi Belajar. Parepare: Kaffah Learning Center, 2021.
- Wardana Ahdar Djameluddin. (2021). *Belajar dan Pembelajaran; Teori, Desain, Model Pembelajaran dan Prestasi Belajar*. Kafaah Learning Center.
- Yani, A. (2022a). Enforcement Of Islam In France: Islamization, Development, And Existence. *Al-Iftah: Journal of Islamic Studies and Society*, 3(1), 85–93. https://scholar.google.com/citations?view_op=view_citation&hl=id&user=97SYMrYAAAAJ&citation_for_view=97SYMrYAAAAJ:1tZ8xJnm2c8C
- Yani, A. (2022b). Kontribusi Peradaban Islam terhadap Peradaban Eropa. *Carita*, 2(01), 1–12.
- Yani, A. (2023). *Strategi Pewarisan Nilai-Nilai Pappaseng dalam Masyarakat Bugis Wajo*. 11(1).