

Enhancing Student Motivation through Canva-Based Interactive Multimedia in Islamic Education: A Study at Madrasah Diniyah

Muhammad Feri Prasnanda^{1*}, Achmat Mubarak²

^{1,2} Islamic Religious Education, University of Yudharta Pasuruan, Indonesia.

*Corresponding E-mail: ferizawaaldevaro@gmail.com

Received date: May 26, 2025	Accepted date: June 26, 2025	Published date: June 30 2025
--------------------------------	---------------------------------	---------------------------------

Abstract

Background: This study explores the implementation of interactive multimedia based on Canva as a digital learning innovation in the context of madrasah diniyah, with a focus on integrating Islamic values and local wisdom. The integration of modern technology into traditional Islamic education is essential to address challenges such as low student motivation and limited learning engagement, particularly in semi-urban and rural settings.

Research Objectives: The main objectives of this study are to analyze the process of implementing interactive multimedia using Canva in Islamic religious education at a madrasah diniyah, evaluate its impact on students' motivation, and identify supporting and inhibiting factors in the implementation process.

Methods: This research employed a qualitative approach with a case study method conducted at Madrasah Diniyah Hidayatul Mubtadiin in Rembang. A total of 32 participants, including 32 students and 3 teachers, were selected through purposive sampling. Data collection was carried out through participatory observation, in-depth interviews, and documentation. The data were analyzed using triangulation techniques to ensure validity. The **findings** revealed a notable increase in students' intrinsic and extrinsic motivation, accompanied by a more interactive and participatory learning environment. The study contributes to Islamic education by offering the "Islamic Multimedia Motivation" framework, integrating the ARCS model with Islamic pedagogical values.

Keywords: Learning Motivation; Interactive Multimedia; Canva



This is an open access article under the [CC-BY-SA](#) license.

Introduction

Education is a conscious effort to build a person's character, improve intelligence, and enhance skills for the benefit of both the individual and society. It not only serves as a medium for disseminating information but also cultivates moral, social, and spiritual values that shape human development (Nursalma & Pujiastuti, 2023). In this context, learning motivation is a critical factor that determines student engagement and educational achievement. Without sufficient motivation, students may struggle to comprehend or retain information effectively (Fernando et al., 2024)

Islamic education, particularly in Indonesia, faces complex challenges in adapting to the digital era. Madrasah diniyah, as a non-formal institution for Islamic learning, plays a central role in shaping students' religious identity. However, most madrasahs still rely on conventional pedagogical methods, which are often ineffective in maintaining the interest of digital-native learners—students who are accustomed to fast-paced, interactive, and visually rich environments (McChrystal et al., 2015). These conditions often lead to a decline in motivation and engagement in religious learning, which calls for pedagogical innovations that can bridge traditional Islamic instruction with modern educational technology.

Several motivational theories offer important insights into how learners can be re-engaged through interactive media. According to Self-Determination Theory (SDT), motivation arises from the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Hosseini et al., 2022). Meanwhile, Keller's ARCS model—comprising Attention, Relevance, Confidence, and Satisfaction—outlines specific instructional strategies that can increase student motivation in learning (Keller, 1987). Despite their relevance, these theories have rarely been contextualized within Islamic education, particularly in low-resource, non-formal environments such as madrasah diniyah.

In the context of multimedia learning, Mayer's Cognitive Theory emphasizes that learning outcomes improve when auditory and visual elements are effectively integrated, enabling students to process information more deeply (Mayer, 2002). Interactive multimedia, therefore, emerges as a promising approach to make Islamic learning more engaging, dynamic, and motivational (Mayarisa, 2023)

Moreover, in the cultural context of Central Java, particularly in regions like Rembang, Islamic education is deeply intertwined with local wisdom practices, such as *ngaji sorogan*, *tahlilan*, and communal religious gatherings in local *langgar* (prayer huts). These cultural elements reflect a learning environment rooted in community, spirituality, and interpersonal respect. However, such practices are rarely reflected in modern digital teaching tools. Incorporating visual, narrative, and thematic elements that mirror local Islamic culture could make multimedia learning more relatable and spiritually resonant for students in madrasah diniyah. A verse from the Qur'an, "*And say: My Lord, increase me in knowledge*" (QS. Thaha: 114) (Kementerian Agama, 2020), serves as a theological foundation for intrinsic motivation in Islamic learning. This verse illustrates the value of continuous learning and supports the Islamic ethical imperative to pursue knowledge with sincerity and perseverance.

While digital learning tools have been widely adopted in formal educational settings, their use in non-formal Islamic institutions remains limited. Most existing studies focus on sophisticated multimedia applications in urban public schools. There is a notable research gap regarding how simpler platforms like Canva—which are accessible and user-friendly—can be employed in madrasah diniyah. Furthermore, few studies have explored how interactive multimedia can be aligned with Islamic pedagogical principles or adapted to the local cultural realities of rural or semi-urban communities.

This study addresses these gaps by analyzing the implementation of Canva-based interactive multimedia at Madrasah Diniyah Hidayatul Mubtadiin in Rembang, evaluating its impact on students' learning motivation through the ARCS framework, and identifying the supporting and inhibiting factors. The study proposes a contextual framework termed "Islamic Multimedia Motivation", which integrates SDT and ARCS with Islamic pedagogical values such as *ta'lim al-waqi'* (contextual learning), *husn al-istima'* (the art of attentive listening), and *bahjat al-ta'allum* (joy in learning).

Preliminary observations indicate that this madrasah has begun to integrate digital elements such as monthly educational film screenings and discussions to draw out moral and religious values. However, the use of interactive multimedia in daily classroom instruction remains underdeveloped. Therefore, this research seeks to develop a more systematic and sustainable model of implementation that reflects both the digital competencies of students and the religious-cultural character of the institution.

Methods

This study employed a qualitative instrumental case study design (Stake, 1995) to explore the implementation and impact of Canva-based interactive multimedia on student motivation in Islamic education at Madrasah Diniyah Hidayatul Mubtadiin, Rembang. The site was purposively selected due to its semi-urban location, minimal technological infrastructure, and openness to pedagogical innovation. Participants included 32 students (ages 9–15), three Islamic education teachers, and the school principal. Data were collected over a three-month period (November 2024–February 2025) through participatory observation of eight learning sessions, semi-structured interviews with teachers and the principal, two focus group discussions with students, and documentation of Canva materials and classroom records. The data were analyzed using Miles and Huberman’s interactive model, including data condensation, display, and conclusion drawing, with coding aligned to the ARCS and SDT frameworks. Validity was ensured through source and method triangulation, as well as member checking to confirm the accuracy of thematic interpretations.

Results and Discussion

Results

1. Transformation of Student Engagement through Interactive Multimedia

The implementation of Canva-based interactive multimedia significantly transformed the classroom dynamics at Madrasah Diniyah Hidayatul Mubtadiin. Observational data showed a substantial increase in students’ attention span, rising from approximately 15 minutes during conventional lectures to around 35 minutes when multimedia was used. Students displayed heightened focus, active participation, and increased responsiveness. One student stated, *“Now I prefer coming to school. The teacher uses good images and there’s sound too. So I don’t get sleepy like before”* (Yasir Arafat Rifa’y, FGD 1), while a teacher observed, *“Even those who usually sleep at the back are now paying attention”* (Siti Ruhanah, Interview 2). This increased attentiveness was coupled with better contextual understanding, as students reported that visual and relatable content helped them grasp ethical concepts more easily.

2. Implementation Process of Canva-Based Multimedia

The application of multimedia followed a structured four-phase model: **needs analysis**, **material design**, **implementation**, and **evaluation**.

- In the **needs analysis** phase, the institution identified that learners needed content presented in a more visual and dynamic way to support understanding, while still aligned with the diniyah curriculum (Miftah, 2018).
- During **material design**, educators integrated five key multimedia components—text, image, sound, animation, and video—into Canva slides. Content was simplified for readability, enhanced with visual illustrations for clarity, and made interactive through quizzes and clickable navigation. The content was also localized to reflect students’ cultural context (Putra Pratama et al., 2023).

- In the **implementation** phase, teachers used laptops and projectors to deliver Canva-based content, encouraging direct interaction with multimedia elements during instruction.

This process not only enhanced engagement but also enabled students to take control over their learning experiences.

3. Impact on Learning Motivation

a. Intrinsic Motivation

Students demonstrated a marked shift from passive attendance to genuine interest in learning. They expressed excitement about upcoming lessons, curiosity to explore material beyond class hours, and initiative to ask questions. One student reflected, *“Now I’m curious about tomorrow’s lesson. I want to know what other videos the teacher will show”* (Mukhammad Wahyu Pratama, FGD 2). This intrinsic shift also appeared in their growing independence and willingness to explore learning content more deeply.

b. Extrinsic Motivation

Extrinsic motivators such as teacher praise and rewards for active participation were still present, but functioned more as reinforcement than as primary drivers. Teachers provided positive feedback during interactive quizzes, which helped maintain learners' enthusiasm. The improved learning environment—made more pleasant through multimedia—also contributed to a positive affective response from students.

c. Classroom Atmosphere

The use of multimedia led to a visible transformation in classroom atmosphere. Discussions became more active, collaboration among students increased, and learning sessions were filled with energy. Attendance rates improved, as students began to look forward to class. Lessons previously seen as abstract or difficult became more accessible through the visual and auditory cues embedded in Canva-based materials.

4. Student Confidence and Self-Efficacy

Students reported greater confidence in tackling complex topics, particularly in Islamic subjects. For example, one student said, *“I used to be afraid when the teacher asked me about hadith. Now, with clear images and explanations, I dare to raise my hand”* (Almaydah Deanova, FGD 1). Teachers also noticed this improvement, noting an increase in the number of students voluntarily answering questions or engaging in class discussions.

5. Implementation Challenges

Despite the positive outcomes, several barriers were encountered. First, **technical limitations**, particularly unreliable internet access, occasionally disrupted the flow of presentations. A teacher explained, *“Sometimes the internet is slow, so the presentation is delayed. But we work around it by downloading it at home first”* (Siti Ruhanah, Interview 1). Second, the **teacher learning curve** posed initial challenges, as some educators were unfamiliar

with multimedia design tools. Nevertheless, over time, teachers adapted and even expressed enjoyment in designing content. *“At first, it took a long time to create one slide. Now I’m used to it, and it’s even become a hobby”* (Muhammad Fardan Ali, Interview 3).

These findings demonstrate consistent patterns of change in students’ engagement, motivation, and classroom dynamics following the implementation of Canva-based multimedia. While the results present strong empirical evidence of improved learning behavior, a deeper interpretation of these outcomes—particularly in relation to motivational theories and Islamic educational values—will be addressed in the following discussion section.

Discussion

1. Enhancing Student Attention through Multimedia: Evidence of ARCS in Practice

The significant improvement in students’ attention span—rising from 15 to 35 minutes per session—reflects the successful activation of **perceptual arousal** as emphasized in the ARCS model (Keller, 1987). This increase aligns with Puspitasari et al. (2024) findings that multimedia with visual and auditory stimulation can reduce monotony and maintain learners’ interest over extended periods. In this study, students reported that colorful images and narrative animations used in Canva-based materials made learning more enjoyable and less tiring. These features helped focus students' attention on the core content of Islamic moral instruction, demonstrating ARCS's first principle in an Islamic educational setting.

2. Relevance and Confidence: Connecting Learning to Everyday Life

Students’ motivation improved when instructional content was contextualized using examples from their daily lives. This aligns with Keller’s notion of Relevance, which enhances engagement when learners perceive the material as personally meaningful. For instance, the use of images showing children practicing Islamic ethics allowed students to connect religious teachings with real-world behavior, echoing similar observations by Dayyana et al., (2022) regarding the cultural grounding of learning. Additionally, students' growing willingness to answer questions and seek clarification reflects the Confidence component of ARCS. Visual clarity, structured sequencing, and familiar imagery enabled students to better process abstract content, especially in complex subjects like hadith and fiqh.

3. Intrinsic and Extrinsic Motivation: A Shift toward Autonomous Learning

The evolution of students’ motivation from extrinsic (praise, rewards) to intrinsic (curiosity, voluntary participation) demonstrates the integration of **Self-Determination Theory** (Deci & Ryan, 2000) within an Islamic classroom setting. Students began expressing enthusiasm for upcoming lessons, seeking knowledge for its own sake. This transition supports (Mayer, 2002) claim that multimedia, when designed well, can stimulate curiosity and sustained interest. Additionally, the presence of positive feedback through quizzes and discussions served as effective extrinsic motivators, complementing the intrinsic drive. This dual-motivation effect mirrors findings by Suyanti et al., (2021), who found that balanced motivational design is essential in primary and secondary religious education.

4. Cultural and Religious Contexts: Strengthening Relatedness and Identity

Incorporating local wisdom and Islamic cultural elements—such as visuals of mosques, prayer activities, and santri life—enhanced students' emotional connection to the learning material. This reflects the **Relatedness** element of SDT, where learners feel a sense of belonging and cultural affirmation. As Russo (2019) and Shonfeld et al., (2021) argued, digital natives are more likely to engage when educational content aligns with their socio-cultural environment. In this study, the combination of multimedia technology and local religious narratives created a culturally responsive learning space, supporting the premise by Nuraini et al.(2021) that motivation improves when identity and instruction intersect.

5. The Islamic Multimedia Motivation Framework: A Theoretical Contribution

Building on the integration of ARCS and SDT, this study proposes the **Islamic Multimedia Motivation (IMM) framework**, which aligns four ARCS components with core Islamic pedagogical values. *Attention* is linked to *husn al-istima'* (attentive listening), *Relevance* to *ta'lim al-waqi'* (contextualized teaching), *Confidence* to *taqwiyyat al-nafs* (self-empowerment), and *Satisfaction* to *bahjat al-ta'allum* (joy of learning). This framework contributes a culturally grounded model for designing digital instruction in Islamic education and offers a blueprint for future studies aiming to bridge motivational psychology with Islamic values in low-resource environments.

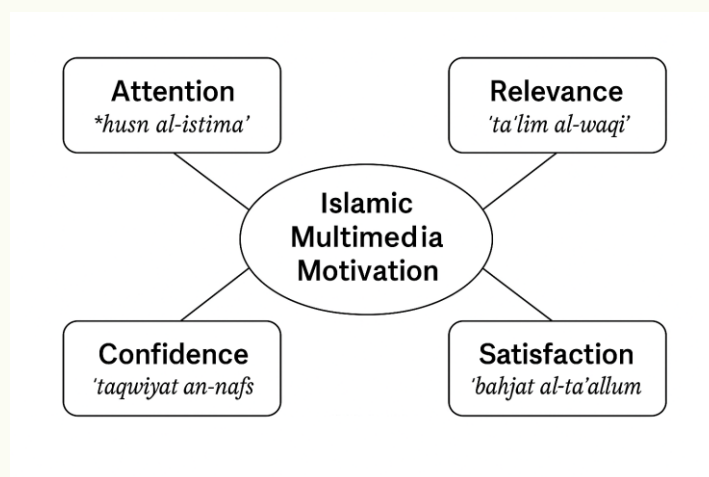


Figure 4.1 illustrates the proposed *Islamic Multimedia Motivation* framework

Figure 1 illustrates the proposed *Islamic Multimedia Motivation* framework, which maps the ARCS components to key Islamic pedagogical values. This model provides a culturally grounded instructional design approach for Islamic educational settings.

4.6 Challenges and Future Directions

Although the intervention was largely successful, the study encountered technical and pedagogical challenges. Slow internet connectivity occasionally disrupted lesson flow—an issue noted in similar studies by Tanjung and Faiza (2019). Moreover, the initial digital literacy gap among teachers posed implementation delays, although this improved with practice and support. These challenges point to the need for institutional investment in technological infrastructure and continuous professional development for educators. Future research should apply the IMM framework in diverse Islamic school contexts (urban, pesantren, international), compare it with other multimedia platforms, and explore its long-term impact on learner outcomes.

Conclusion

This study concludes that the application of Canva-based interactive multimedia in Madrasah Diniyah Hidayatul Mubtadiin significantly enhances students' learning motivation, engagement, and classroom interaction. The integration of multimedia elements—text, visuals, audio, and animation—not only captured students' attention but also facilitated deeper understanding of Islamic concepts and encouraged active participation. Through a structured implementation process consisting of needs analysis, material design, and contextual adaptation, the learning environment became more dynamic, inclusive, and student-centered. The study also found a notable shift in students' motivational patterns from extrinsic reliance to intrinsic interest, demonstrating how digital tools can fulfill key components of both Keller's ARCS model and Self-Determination Theory. These outcomes underscore the importance of aligning instructional strategies with both psychological and cultural needs of learners in Islamic education. Theoretically, this research contributes by proposing the Islamic Multimedia Motivation (IMM) framework, which integrates global motivation theories with local Islamic pedagogical values such as *husn al-istima'*, *ta'lim al-waqi'*, *taqwiyat an-nafs*, and *bahjat al-ta'allum*. This model offers a culturally grounded approach to multimedia instructional design that is adaptable to low-resource, non-formal Islamic learning contexts. Practically, the findings provide actionable insights for educators, school administrators, and policymakers seeking to enhance the effectiveness of Islamic education through accessible technology. Nevertheless, this study acknowledges limitations including its single-site scope, relatively short observation period, and exclusive focus on Canva as the multimedia platform. Future research is encouraged to validate and expand the IMM framework across diverse educational settings, explore long-term motivational impacts, and develop comparative studies with other digital platforms or instructional models.

References

- Dayyana, S., Haryadi, H., & N, D. L. (2022). Media Pembelajaran Berbasis Multimedia Interaktif Pada Pembelajaran Menulis Teks Deskripsi Bermuatan Budaya Lokal. *Asas: Jurnal Sastra*, 11(2), 163. <https://doi.org/10.24114/ajs.v11i2.37161>
- Deci, E. L., & Ryan, R. M. (2000). *The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior*. 11(4), 227–268.
- Fernando, Y., Andriani, P., & Syam, H. (2024). Pentingnya motivasi belajar dalam meningkatkan hasil belajar siswa. *ALFIHRIS: Jurnal Inspirasi Pendidikan*, 2(3), 61–68.
- Hosseini, L. J., Rafiemanesh, H., & Bahrami, S. (2022). Levels of motivation and basic psychological need satisfaction in nursing students: In perspective of self-determination theory. *Nurse Education Today*, 119, 105538.
- Keller, J. M. (1987). *Development and Use of the ARCS Model of Instructional Design*. 10(3), 2–

10.

- Mayarisa, D. (2023). Analytical Study on the Urgency of Media Learning in Islamic Religious Education. *International Journal Education and Computer Studies (IJECS)*, 3(3), 76–80.
- Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85–139). Elsevier.
- McChrystal, G. S., Collins, T., Silverman, D., & Fussell, C. (2015). *Team of teams: New rules of engagement for a complex world*. Penguin.
- Nuraini, M., Susilaningsih, S., & Wedi, A. (2021). Pengembangan Multimedia Interaktif Materi Perubahan Wujud Benda Bagi Siswa Sekolah Dasar. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 4(1), 33–40. <https://doi.org/10.17977/um038v4i12021p033>
- Nursalma, A., & Pujiastuti, H. (2023). Pengaruh waktu belajar dan motivasi belajar terhadap hasil belajar matematika. *OMEGA: Jurnal Keilmuan Pendidikan Matematika*, 2(3), 135–141.
- Puspitasari, D., Khasanah, N., Nofianto, N., Rosyid, O. A., & Maulida, C. (2024). Integrating Religious Moderation Into English Learning Materials: A Narration of Two Teachers. *Linguists: Journal of Linguistics and Language Teaching*, 10(1), 29–45.
- Russo, K. (2019). *Conquering the digital divide: With a digital native who never was*. James Cook University.
- Shonfeld, M., Cotnam-Kappel, M., Judge, M., Ng, C. Y., Ntebutse, J. G., Williamson-Leadley, S., & Yildiz, M. N. (2021). Learning in digital environments: a model for cross-cultural alignment. *Educational Technology Research and Development*, 1–20.
- Suyanti, Sari, M. K., & Rulviana, V. (2021). Media Powtoon Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 8(2), 322–328. <https://doi.org/10.31316/esjurnal.v8i2.1468>