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The Utilization of Canva Media in PAI Learning: An Analysis of Student Responses and Learning Dynamics in Elementary Schools

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Abstract

This study examines the use of Canva media in Islamic Religious Education (PAI) at SD 1 Mlati Lor Kudus, focusing on learning implementation, student responses, and classroom dynamics. Using a qualitative descriptive approach, data were collected through participatory observation, semi-structured interviews with a PAI teacher, and documentation. Data were analyzed using the Miles and Huberman model, with trustworthiness addressed through triangulation. The findings reveal three main points. First, Canva-based learning follows a structured sequence of activities that supports the presentation of Islamic knowledge and opportunities for student participation. Second, student responses vary across the learning session, with participation reaching its highest observed level during games. However, individual evaluation scores vary, indicating that active participation does not necessarily correspond to strong content mastery. Third, cognitive, technical, managerial, and temporal challenges emerge during implementation and require adaptive classroom management. The findings suggest that the pedagogical contribution of Canva depends not only on its visual and interactive features but also on how teachers organize activities and respond to classroom conditions. As the study covers one class and one learning session, its findings provide contextual insights rather than generalizable evidence of effectiveness

Keywords

Digital Learning Media, Canva, PAI Learning, Learner Response, Learning Dynamics

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INTRODUCTION

The integration of digital technology into education has created opportunities to develop more engaging and meaningful learning experiences (Osmani & Tartari, 2024; Taufikin et al., 2025a; Zou et al., 2025). Visual learning media are particularly relevant in elementary education because they can help students understand abstract concepts through images, videos, and other visual representations (Ilma et al., 2024; Payung et al., 2025; Wijayanto & Suyoto, 2021). In Islamic Religious Education (PAI), the challenge is to present normative and historical content, including prophetic stories, faith, and moral values, in ways that are meaningful to children aged 9–10 years (Abed Khasawneh & Khasawneh, 2024; Shaleh et al., 2024). Anwar et al. (2024) and Badri & Malik (2024) emphasize that Islamic education aims to develop students who are faithful, morally upright, intellectually capable, and spiritually aware. Similarly, Mardatillah et al. (2025), Taufikin 2021) and Muhamad et al. (2024) argue that the success of PAI extends beyond memorization to the application of Islamic values in students' everyday social lives. These objectives require learning approaches that connect religious knowledge with students' experiences and encourage meaningful participation.

Initial observations at SD 1 Mlati Lor Kudus revealed a gap between the availability of digital media and students' active participation. Grade IV PAI teachers had used Canva-based presentations and learning videos to deliver instructional content. However, classroom activities remained largely teacher-centered. Students mainly received information, reread the displayed material, and copied conclusions from slides. Questions and answers generated limited spontaneous participation. Although videos were occasionally used to make learning more engaging, the overall classroom atmosphere remained relatively passive. This condition raises an important question: how can digital media be used to support active participation rather than merely present information? The issue concerns not only the availability of digital media but also how it is implemented, how students respond at different stages, and how teachers address emerging classroom challenges.

Learning media can bridge abstract content and students' learning experiences. Akhlis & Wahyuni (2019) and Taufikin et al. (2025b) explains that appropriate media can clarify instructional content, enrich learning experiences, and support students' understanding of complex concepts. In PAI, digital media can also help present religious values through concrete and multisensory representations (Campbell, 2010; Wijayati & Khafidhoh, 2022; Zaid et al., 2022). Canva is particularly

relevant because it allows teachers to integrate text, images, videos, and interactive elements into a structured learning sequence through a relatively accessible web-based platform (Jamaludin & Sedek, 2023). These features may support students' attention and participation when visual presentations are combined with questioning, reflection, games, and practice activities. However, the availability of these features does not automatically ensure active learning; their contribution depends on how teachers organize and facilitate classroom activities.

Previous studies have examined Canva in several educational contexts. Nurhidayah et al. (2023) developed Canva-based learning media for PAI at MIN 1 Rejang Lebong and reported that the media was feasible and engaging for teachers and students. Mahyudin (2023) developed Canva media for PAI and Character Education in Phase C of elementary education, reporting favorable feasibility results. Although these studies support the potential of Canva as an instructional medium, their primary focus on media development and feasibility provides limited insight into classroom interactions during actual implementation. Safitri et al. (2024) investigated Canva use to improve empathy among Grade VII students and reported significant pretest–posttest differences. However, their study focused on an affective outcome at the junior secondary level rather than the development of student responses during elementary PAI lessons. Jamaludin and Sedek (2023) examined Canva as a digital learning tool in higher education, a context with different learner characteristics and instructional demands. Meanwhile, Mintasih et al. (2024) explored digital technology integration in secondary-school PAI, highlighting challenges related to teacher competence and implementation models rather than the specific classroom dynamics associated with Canva.

Taken together, previous studies provide useful evidence regarding media development, feasibility, student outcomes, and digital teaching challenges. Nevertheless, limited attention has been given to how Canva-based PAI learning unfolds across successive classroom activities, how students' responses develop during a single learning session, and how teachers respond to practical constraints as they arise. A related qualitative study by Supaat et al. (2025) examined multiple-intelligences-based learning in five elementary schools and identified structural and cultural challenges, including curriculum demands, inadequate facilities, and parental emphasis on test scores. Although this study offers insights into elementary learning practices, it does not specifically examine Canva-based instruction or the progression of student responses within a single lesson.

This study addresses these gaps by examining three interconnected aspects of Canva-based

PAI learning at SD 1 Mlati Lor Kudus. First, it describes the implementation of learning activities and the pedagogical functions of successive Canva menus. Second, it examines how student responses vary across the learning session, from limited initial participation to more active involvement. Third, it analyzes the cognitive, technical, managerial, and temporal challenges that emerge during implementation and the ways these challenges are addressed. Rather than assuming that Canva alone produces active learning, the study examines its use within the broader classroom process.

Accordingly, this study addresses three research questions: (1) How is PAI learning using Canva media implemented at SD 1 Mlati Lor Kudus? (2) How do students respond to Canva media during PAI learning? and (3) What dynamics emerge during the use of Canva media in PAI learning? These questions are examined through qualitative descriptive field research, with the findings interpreted using the perspectives of progressivism, essentialism, humanism, Piaget's constructivism, and Vygotsky's social constructivism.

METHOD

This study employed a qualitative descriptive approach within a field research setting (Creswell & Creswell, 2022; Denzin & Lincoln, 2026). This approach was selected to examine the use of Canva media in PAI learning in its natural classroom context, rather than to test hypotheses or measure variables quantitatively. Qualitative descriptive research aims to describe social phenomena in depth and in accordance with actual field conditions.

The research was conducted at SD 1 Mlati Lor Kudus, located at Jalan Pramuka No. 51A, Kota Kudus District, Central Java, Indonesia. The site was selected because PAI teachers had already used digital media in their teaching, providing a relevant context for examining the implementation of Canva-based learning. The primary data source was one Grade IV PAI teacher, who participated in a semi-structured interview. The teacher was selected purposively because of their involvement in PAI instruction and familiarity with the use of digital learning media. The interview guide covered five themes: learning media, teaching methods, commonly used instructional materials, student responses and participation, and classroom challenges. Classroom observations involved 24 Grade IV students, of whom 23 were present during the observed lesson.

The researcher served as both the learning facilitator and the principal research instrument. To minimize potential observer bias, field notes were recorded directly during the learning activities

(Hurst, 2023; Knott et al., 2022; Morgan, 2022). Data were collected through three techniques: participatory observation using structured observation sheets to document student engagement and responses at each stage of Canva-based learning; semi-structured interviews with the Grade IV PAI teacher; and documentation, including photographs of classroom activities and students' individual evaluation results. The teacher interview provided contextual information, while observation and documentation supplied supporting evidence of classroom activities and student responses.

Data were analyzed using the Miles and Huberman model through three stages (Miles et al., 2014): data reduction, data display, and conclusion drawing. Data reduction involved selecting information relevant to the three research questions. The selected data were then organized by themes, including the implementation of Canva-based learning, student responses, and classroom dynamics. Conclusions were drawn by identifying patterns across observation notes, interview transcripts, and documentary evidence (Qomaruddin & Sa'diyah, 2024).

Individual evaluation scores were used as supplementary empirical data rather than as the primary measure of learning effectiveness. The evaluation consisted of multiple-choice and essay questions developed from the learning indicators for The Story of Prophet Muhammad (peace be upon him) and the Building of the City of Medina, in accordance with the Merdeka Curriculum. Scores were classified into three descriptive categories: low (30–50), medium (51–70), and high (71–100). Data trustworthiness was addressed through methodological triangulation by comparing observation findings, interview data, and documentation. This comparison was used to examine the consistency of evidence concerning learning implementation, student responses, and the dynamics observed during the lesson.

FINDINGS AND DISCUSSION

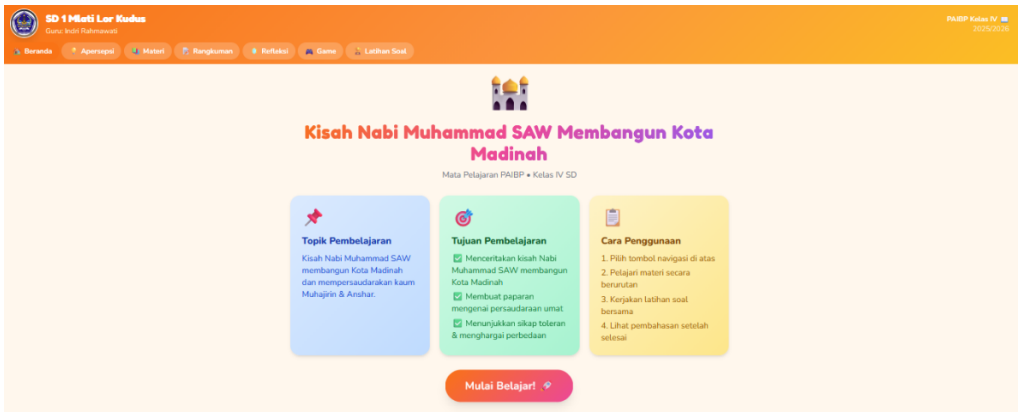
Findings

1. Implementation of PAI Learning Using Canva Media

Before carrying out teaching practice, the researcher first conducted interviews with grade IV PAI teachers to understand the learning context that was already running. Based on the results of the interview, it was obtained that the fourth grade PAI teachers had used digital media in the form of Canva presentations and learning videos from YouTube to support the delivery of material. The following is an excerpt of an interview with a grade IV PAI teacher related to the media, methods, and teaching materials that are commonly used:

"The material is displayed in digital media, then the child mentions its meaning and characteristics. Usually use PPT. Teaching materials still use LKS, then additional materials from the internet are displayed in digital media"

This data can be used to show that before researchers practiced teaching, teachers were already accustomed to using digital media in PAI learning. The implementation of learning carried out by the researcher uses website-based Canva media displayed through a projector. This media contains seven sequential menus, namely: (1) Home, (2) Perception, (3) Material, (4) Summary, (5) Reflection, (6) Games, and (7) Practice questions. The following is a look at the website-based Canva learning media that the researchers used during their teaching practice:



The following is Table 1 which contains a summary related to the flow of learning implementation along with the pedagogical function of each stage:

Table 1. Canva Media-Based PAI Learning Implementation Flow

No.	Stages	Activities	Pedagogical Function	Student Response
1.	Introduction	Greetings, ice breaking applause in the morning-night.	Build learning readiness, increase concentration, and create a learning atmosphere to make it more enjoyable.	Very enthusiastic during ice breaking.
2.	Home	Explain the learning objectives, the material to be learned, and instructions for using the media.	Building students' learning readiness before entering the core material, understanding the flow of activities during learning, and knowing the material, objectives, and instructions for using media.	Students were seen focusing on paying attention to the explanations delivered in front of the class.
3.	Perception	Provide some triggering questions	Knowing the initial knowledge of students	Most of the students have not been able to

		related to the material		answer the questions given, showing that their initial understanding of the material is still limited.
4.	Material	Explain the content of the material in stages according to the order available, and show learning videos related to the construction of the Mosque in Medina as part of important events in the development of the City of Medina.	Convey information to build an initial understanding of the learning material and provide a more concrete picture of the material learned through videos.	The students seemed to be quite focused on paying attention to the projector screen and listening to the explanations given, but their attention had decreased when there was a technical problem, namely the video shown had no sound because the time was limited so the researcher was not allowed to use loudspeakers.
5.	Summary	Explain again important points related to the Story of the Prophet Muhammad SAW Building the City of Medina in simpler and easier to understand language.	Helping students remember the material that has been learned and as a reinforcement so that the material that has been learned can be more attached to students.	Students show a calmer attitude but still pay attention to explanations, students begin to be able to recall the material that has been studied before quite well.
6.	Reflection	Provide some questions related to the material.	To increase students' confidence and understanding after participating in learning.	Students begin to dare to answer questions and try to relate the material that has been learned. Although not all students are active, it has been seen that some students are starting to dare to answer and are able to convey appropriate answers.
7.	Games	Play guessing games related to the learning material that has been learned	Check students' understanding of the material that has been explained earlier.	Students are actively scrambling to answer questions and want to move forward in class.
8.	Practice questions	Doing exercises for multiple-choice	Gain additional understanding of	In the multiple-choice questions, students

		questions and essays related to learning materials in groups but progressing randomly using a spin wheel.	material that has not been mastered optimally.	seemed very enthusiastic in discussing and delivering answers. Many students competed to be the first group to answer correctly so that the classroom atmosphere was more lively. In contrast, in essay questions, students look more hesitant and take longer to discuss because they have to compile their own answers, so students do not want to answer the essay questions.
9.	Individual Evaluation	Work on individual evaluations displayed on the projector screen and done in their respective books	Check each student's understanding of the learning material that has been explained	Pay attention to the problem with focus and calmness, and work carefully.

The data in Table 1 shows that each stage has a different pedagogical function. The initial stage functions to build student orientation and comfort, the material stage builds cognitive understanding, the game stage activates motivation, and the evaluation stage measures learning outcomes. This whole series forms a learning flow that moves gradually from passive to active.

2. Learners' Responses to Canva's Media Use

One of the most striking findings during the observation was the pattern of development of students' responses that changed gradually throughout the learning session. In the early stages, when the researcher asked a sparking question about the story of the Prophet Muhammad SAW Building the City of Medina, none of the students raised their hands or answered. The class was silent. This is not a sign of disinterest, but reflects a lack of prior knowledge of the topic being discussed. The most significant change occurs when the game session starts. As soon as they heard the word "game", the students immediately reacted more than 10 students were immediately enthusiastic and scrambled to come forward to answer. The atmosphere of the classroom that was previously calm turned into very lively. The fourth grade PAI teacher himself admitted that this kind of enthusiasm is indeed a challenge in itself. Based

on the results of the interview, PAI teachers stated that the use of digital media in general has a positive impact on student involvement in learning. According to the teacher, students look more enthusiastic and happy when the material is delivered using digital media. The following is an excerpt of an interview with a grade IV PAI teacher related to the response and activeness of the students:

"It's very fun, very attentive, more focused because they are happy. It is very helpful for the media."

The teacher's statement is in line with field observation data which shows an increase in student responses from one stage to the next. Table 2 presents a pattern of student response progression based on each stage of Canva's media.

Table 2. Patterns of Student Response Development at Each Stage of Canva Media

No.	Stages	Learner response	Engagement rate
1.	Home	Students were seen focusing on paying attention to the explanations delivered in front of the class.	Low-Medium (passive but attentive)
2.	Perception	Most of the students have not been able to answer the questions given, showing that their initial understanding of the material is still limited.	Moderate (increased attention, limited participation)
3.	Material	The students seemed to be quite focused on paying attention to the projector screen and listening to the explanations given, but their attention had decreased when there was a technical problem, namely the video shown had no sound because the time was limited so the researcher was not allowed to use loudspeakers.	Moderate (increased attention, limited participation)
4.	Summary	Students show a calmer attitude but still pay attention to explanations, students begin to be able to recall the material that has been studied before quite well.	Medium (response starts appearing)
5.	Reflection	Students begin to dare to answer questions and try to relate the material that has been learned. Although not all students are active, it has been seen that some students are starting to dare to answer and are able to convey appropriate answers.	Medium-High (participation increases significantly)
6.	Games	Students are actively scrambling to answer questions and want to move forward in class.	High (maximum engagement)
7.	Practice questions	In the multiple-choice questions, students seemed very enthusiastic in	High (collaborative)

	discussing and delivering answers. Many students competed to be the first group to answer correctly so that the classroom atmosphere was more lively. In contrast, in essay questions, students look more hesitant and take longer to discuss because they have to compile their own answers, so students do not want to answer the essay questions.	

At the individual evaluation stage, the atmosphere is calm again. Students work on 10 multiple-choice questions independently seriously. The results of the evaluation show a fairly diverse variety of achievements as presented in Table 3.

Table 3. Distribution of Individual Evaluation Scores of Students

No.	Value Range	Categories	Number of Students	Details
1.	30-50	Low	3	Score 30 (2 students), score 50 (1 student)
2.	51-70	Medium	5	Score 60 (2 students), score 70 (3 students)
3.	71-100	Height	15	Score 80 (6 students), score 90 (6 students), score 100 (3 students)

Of the 23 students who took part in the evaluation, 15 (65%) obtained scores in the high category (71-100). The average class was 76.5 and 78% of students achieved the KKM set at 70. Three students who were in the low category (scores of 30 and 50) showed a gap in understanding that needed to be followed up individually at the next meeting.

3. Dynamics That Arise during Canva Media Use

In the implementation of learning, a number of dynamics emerge that are not completely obstacles, but also have constructive value. PAI teachers revealed that one of the obstacles in learning is the concentration of students who are easily distracted. Therefore, teachers need to implement certain strategies to restore the focus of the learners, such as pointing the student directly or providing activities that involve active participation. The following is an excerpt of an interview with a grade IV PAI teacher regarding the obstacles that occur during learning:

> *"From children too, if children are often a little careless, they don't pay attention, that's why the teacher adapts first than they tend to be told to read in turn, later if no one pays attention, later he doesn't know where to read it. So immediately point to them first so that they focus so that they don't get caught off guard because sometimes they are very difficult to pay attention."*

This statement confirms the findings of field observations that students' attention dynamics are an important variable that affects the effectiveness of Canva's media use. Table 4 summarizes the dynamics and adaptation strategies that emerged during learning.

Table 4. Learning Dynamics and Adaptation Strategies During Canva Media Use

No	Dynamics/Constraints	Impact on Learning	Strategy
1.	Students do not respond to the triggering question (perception)	The goal of apperception has not been achieved; the initial picture of knowledge is not obtained optimally.	Learning continues gradually, this condition is understood as the starting point of knowledge construction (Piaget's disequilibrium)
2.	The technical glitch is that the video shown has no sound because the time is limited so the researcher is not allowed to use the speaker.	Students' attention decreases, the delivery of material through video is less than optimal	The researcher asked one of the students to read the narration in the video, then the researcher explained the essence of the content orally. This can create spontaneous scaffolding (Vygotsky)
3.	Excessive enthusiasm during games causes classes to be less conducive	The atmosphere was crowded; several students spoke at the same time without waiting for their turn	The researcher arranged a rotation mechanism, giving appreciation (applause) to students who answered correctly to increase motivation.
4.	Uneven spin wheel system in group practice	The same group is repeatedly elected, which causes other groups to feel less likely to have a chance	The mechanism was changed to a group readiness system (who can answer quickly) to ensure more equitable participation.
5.	Time constraints, not all group exercises and closing activities are completed	The group practice questions were not completed, the final reflection, and the conclusion of the material were not carried out completely	The number of group practice questions is reduced; activities are adjusted to the remaining time.

The dynamics summarized in Table 4 show that barriers in digital media-based learning are not always destructive. In the case of audio interference in the video, the spontaneous response in the form of empowering students to read the narrative actually creates a meaningful scaffolding moment. PAI teachers themselves recognize the importance of adapting to the dynamics that arise in the classroom, as reflected in the above statement. The statement illustrates that the flexibility of teachers in responding to classroom conditions is a determining factor that is no less important than the quality of the media itself. Thus, the effectiveness of

Canva's media in PAI learning cannot be separated from the teacher's ability to manage emerging dynamics in an adaptive and responsive manner.

Discussion

1. Implementation of PAI Learning in the Perspective of Progressivism and Essentialism

The findings show that Canva-based PAI learning was organized through sequential activities, from the homepage and presentation of materials to summaries, reflection, games, and practice questions. Each stage served a distinct pedagogical function. The introductory activities established learning readiness, the presentation of materials supported initial understanding, reflection encouraged recall, and games generated the highest level of student participation. This sequence indicates that Canva functioned not merely as a presentation tool but as an organizer of learning activities.

These findings can be interpreted through Dewey's (1974) philosophy of progressivism, which emphasizes active participation and learning through experience. Amaruddin et al. (2024), Ningrum et al. (2024) and Zuhriyah et al. (2025) likewise discuss the relevance of progressivist principles and learning by doing in educational practice. In this study, the principle was most evident during games and group exercises, when students responded directly to questions and participated in learning activities. However, the presentation of materials remained largely teacher-centered. Thus, the implementation reflected progressivist principles unevenly across the learning sequence. The findings support the relevance of active learning but do not establish that Canva alone produced the observed participation.

The findings also relate to essentialism, which emphasizes the transmission of established knowledge and values (McKeown, 2014; Rishani, 2017). In PAI, the story of Prophet Muhammad (peace be upon him) and the building of the city of Medina provides an opportunity to introduce Islamic values, including leadership, brotherhood, and hard work. Demirtaş et al. (2023) and Supriadi et al. (2024) discuss essentialism in Islamic religious education as a framework for understanding the educational role of established knowledge and values. The use of Canva provided a visual structure for presenting this content, while the instructional sequence created opportunities for students to engage with it. Progressivism therefore helps explain how learning activities were organized, whereas essentialism clarifies the importance of the knowledge and values being taught. Nevertheless, the extent to which students internalized these values requires further investigation.

2. Students' Responses in the Perspective of Humanism

The findings indicate that students' responses varied across the learning session. During the initial perception stage, students generally did not respond to the triggering questions. Participation increased during reflection and reached its highest observed level during games. The teacher also reported that students appeared happier, more attentive, and more focused when digital media were used. This pattern suggests that student engagement was associated with the type of activity and the opportunities provided for participation, rather than with the presence of digital media alone.

Humanistic philosophy provides a framework for interpreting these responses. Rogers (1969) emphasizes the importance of learner-centered education, while Maslow (1943) highlights the role of psychological needs in human motivation. In this study, ice-breaking activities helped establish a comfortable learning atmosphere, visual materials supported attention, reflection provided opportunities to express understanding, and games encouraged participation in front of peers. Nigmatov & Nabiullina (2015), Chen et al., (2023), Rozak and Zuhri (2025) also discuss the relevance of humanistic principles to educational practice. These findings are consistent with the view that a supportive learning environment and opportunities for participation can encourage student engagement. However, the observed response pattern does not directly demonstrate that students' psychological needs were fulfilled in a particular hierarchy.

The findings also highlight the role of motivation. Kurniawan et al. (2017), Juárez-Díaz et al. (2026), and Rahmi & Neviyarni (2022) discuss intrinsic and extrinsic motivation in relation to students' learning interest. In the present study, competition and teacher appreciation during games appeared to encourage participation, particularly among students who had been passive during earlier activities. Nevertheless, high participation during games did not necessarily indicate strong content mastery. Individual evaluation scores ranged from 30 to 100, and three students remained in the low category. This variation indicates that visible enthusiasm should not be treated as equivalent to learning achievement. As Sholeh et al., (2024) emphasize, PAI teachers have an important role in supporting students' learning motivation. Teachers therefore need to combine engaging activities with opportunities to assess individual understanding and provide appropriate follow-up.

3. Learning Dynamics in the Perspective of Piaget's Constructivism and Vygotsky's Social Constructivism

The findings revealed four types of classroom challenges: limited initial knowledge, a video without sound, excessive enthusiasm during games, and insufficient time to complete all activities. These challenges were addressed through adjustments to instructional delivery, classroom management, participation mechanisms, and activity duration. The findings demonstrate that implementing digital media requires teachers to respond to classroom conditions rather than rely exclusively on the planned media design.

Piaget's (1952) constructivist perspective helps interpret students' initial difficulty answering questions about the material. From this perspective, learners actively construct knowledge through interaction and the reorganization of existing cognitive structures. Loc (2019), Kerslake (2022) discuss Piaget's constructivist process in relation to learning. In this study, students' inability to answer the initial questions indicated that their prior understanding of the topic was limited. Some students subsequently answered questions during reflection, suggesting a change in their demonstrated understanding during the lesson. However, the observation does not establish that cognitive disequilibrium was the direct cause of this change. The findings are therefore consistent with a constructivist interpretation but do not independently verify the underlying cognitive process.

Vygotsky's (1978) social constructivism provides a complementary perspective by emphasizing the role of social interaction and guidance in learning. Nardo (2021) and Jabar (2025) discusses the relevance of Vygotsky's social constructivism to Islamic religious education. During the observed lesson, the absence of video sound prompted the researcher to ask a student to read the narration, after which the researcher explained the main points orally. This response allowed the lesson to continue despite the technical limitation. The episode illustrates an adaptive instructional response, although it should not be treated as evidence of systematic scaffolding or a demonstrated Zone of Proximal Development process. The same caution applies to group activities: opportunities for peer interaction were observed, but their specific contribution to individual learning was not measured.

The findings also show that classroom management influenced participation. Excessive enthusiasm during games led several students to respond simultaneously, while the random selection mechanism sometimes favored the same group. The researcher adjusted the

participation procedure and reduced the number of practice questions when time was limited. These adjustments indicate that the pedagogical value of digital media depends partly on teachers' capacity to manage participation, technical constraints, and instructional time. This interpretation is consistent with Mintasih et al. (2024), who highlight challenges related to teacher competence and digital technology implementation in PAI. However, the present study extends the discussion by documenting specific classroom responses to technical and managerial difficulties during Canva-based learning.

Overall, the findings indicate that Canva-based PAI learning involved interactions among media design, teaching practices, student responses, and classroom constraints. The observations support the relevance of progressivism, essentialism, humanism, and constructivist perspectives for interpreting different aspects of the learning process. Nevertheless, because the study involved one class and one observed session, these findings should be understood as contextual insights rather than evidence of a generalizable model or causal effect. Further research across multiple classes and repeated learning sessions is needed to examine whether similar patterns emerge in other elementary PAI contexts.

CONCLUSION

This study examined the implementation of Canva media in Islamic Religious Education (PAI) at SD 1 Mlati Lor Kudus, students' responses, and the dynamics arising during its use. First, Canva-based learning followed a structured sequence of activities, from the initial orientation to material presentation, reflection, games, and evaluation. Each stage served a distinct pedagogical function, reflecting the relevance of progressivism in organizing active learning and essentialism in presenting Islamic knowledge and values.

Second, students' responses varied across the learning session. Participation was initially limited but increased during reflection and reached its highest observed level during games. Individual evaluation results nevertheless varied, indicating that active participation does not necessarily correspond to strong content mastery. Third, cognitive, technical, managerial, and temporal challenges required adaptive responses from the teacher. These findings highlight the importance of instructional flexibility and classroom management alongside the use of digital media.

This study was limited to one class and one learning session; therefore, its findings provide contextual insights rather than generalizable evidence of Canva's effectiveness. Future research should examine Canva-based PAI learning across multiple schools and repeated sessions to explore variations in student engagement, individual learning outcomes, and teachers' responses to classroom challenges.

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