

THE EFFECTIVENESS OF THE CANVA-BASED CTL MODEL IN FIQH LEARNING IN IMPROVING THE LEARNING QUALITY OF MADRASAH TSANAWIYAH STUDENTS

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Abstract

The purpose of this study is to find out how effective the application of the CTL model and PPT-based Canva software is in improving the quality of learning in grade 7 Fiqh, with a sample of 50 students. The quantitative research used a two-group pretest-posttest design, data collected through the analysis of pretest and posttest results, from the experimental class that received the treatment and the control class did not receive the treatment, while the analysis method used Normality Test, Paired sample T-test and N-gain test to determine the effectiveness of the results of the Canva-based CTL learning model, thus the results that have been treated can be known for a more accurate comparison between those who have not been treated and those who have been treated. The learning results showed that both classes experienced an increase in understanding of fiqh material, but based on the N-gain test, the experimental class obtained an N-gain of 0.2884, while the control class obtained 0.0572. Based on the tests, it can be concluded that the ability of the experimental class is much better in understanding the fiqh material compared to the control class.

Keywords

Effectiveness, CTL Model , Canva, Quality of Learning.



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INTRODUCTION

The development of digital technology has had a significant impact on the world of Education. In this digital age, various technological advances are affecting the way we access, manage, and convey information (Rahardja, 2022). The development of digital technology in the world of education demands and encourages teachers to continue to innovate in terms of the use of learning media as a support system in learning activities (Sa'ada, 2020). Media in learning is vital because it can facilitate the delivery of difficult material (Tiwow et al., 2025). As a tool, media provides a visual experience that can increase student motivation (Hanif & Fauzi, 2022). In addition, the media also helps simplify complex concepts so that they become easier to understand and more real (Sanjaya, 2021).

Media plays an important role in enriching the learning experience and also improving the quality of learning, in addition to facilitating the learning process (Kustandi, 2020). The media will not be optimal if teachers have not determined the use of media regularly in accordance with the problems that exist in educational institutions (Prihadi, 2017). The development of Canva-based learning media with the CTL model is a digital solution in the Society 5.0 era (Suryana, 2024). Student-based learning approach, as a learning medium that allows independent learning through computers, laptops, tablets, or mobile phones (Ester et al., 2023). This is in line with the development of the Indonesian curriculum, which prioritizes convenience for teachers and enriches learning resources (Cahyanto, 2023). The skills that a teacher always possesses in carrying out learning process activities can be in the form of reinforcement skills, questioning skills, explaining skills (explaining skills), subject matter mastery skills, skills in using learning media, and skills in opening and closing lessons (Wulandari et al., 2023).

The development of Canva-based learning media provides many conveniences, such as learning content that can be accessed at any time digitally, flexible student learning time, and an attractive display, so that students are not monotonous (Sadiman, 2018). Students can discuss, collaborate, and learn together, both in person and online through technology. The approach applied is comprehensive, including cognitive, affective, and psychomotor aspects (Cahyani & Andriani, 2014). The development of this Canva-based learning model encourages teachers to innovate and move towards learning that is more responsive to the needs of students and the challenges they face (Prasetyo, 2020). In addition, it also shifts the learning method that no longer uses lectures (Haling, 2021). One way to create quality learning media is to apply the Contextual Teaching and Learning

(CTL) model, which prioritizes the direct relationship of the material with real situations (Arifin et al., 2022). With this approach, students understand lessons more easily because they can relate them to everyday experiences (Sanjaya, 2019). The main components in the Contextual Teaching and Learning (CTL) learning model are: 1) Making meaningful relationships means students can organize themselves as active learners, 2) Conduct significant activities for students to make connections between school and various contexts in real life 3) Self-directed learning, 4) Students work together and teachers help, 5) Critical and creative thinking 6) Nurturing and nurturing the student's personality. 7) Achieve high standards, identify goals, and motivate students to achieve them. 8) Use authentic ratings (Khoiri, 2021). Contextual learning focuses on a thorough understanding, making it easier for students to relate material to everyday life (Rahmadi, 2019). Contextual learning puts students at the center of learning with: 1) gives freedom to learn according to his rhythm and interests, 2) hone skills through exploration of knowledge from various online sources, 3) utilizing virtual technology to facilitate access to quality materials, 4) develop *soft skills* such as creativity and critical thinking and, 5) encourage collaboration and social interaction to optimize students' potential (Fathurrohman, 2015).

The research conducted at MTs Negeri 9 Diwek Jombang is based on the results of interviews with religious teachers at the school that students are still not optimal in understanding and implementing the results of teaching and learning activities so far. There needs to be a new breakthrough to be able to improve the quality of teaching and learning outcomes at Madrasah Tasanawiyah Negeri 9 Diwek Jombang. Learning is the empowerment of students' potential to become competencies. This empowerment activity cannot succeed without someone to help. Learning is the teacher's activity in a programmatic manner in instructional design, to make learning active, which emphasizes the provision of learning resources (Erawati, 2022). In addition, so far the applied learning still uses traditional or conventional approaches such as lectures and discussions so that the method only focuses on understanding texts and theories so that they are less able to implement learning results in daily life, even learning seems boring for students, therefore it is necessary to have a new rarity that needs to be done, especially in learning activities in the classroom so that the atmosphere Learning is more interesting and not boring with the hope that the material delivered by the teacher can be understood, understood and implemented (AP et al., 2023). The success of a teaching and learning activity will never be separated from how a teacher prepares a set of learning tools, including learning models, media, and learning strategies. From these three things,

a teacher must also be able to elaborate or integrate them with each other so that they can become an effective and efficient teaching and learning activity (akbar et al., 2023).

Learning outcomes are not only related to grades or numbers, but also include changes in students' attitudes, skills, and knowledge after participating in an educational process (Muhaimin et al., 2020). Therefore, improving learning outcomes is a central issue in the planning and implementation of educational activities at various levels, both at the elementary, secondary, and higher levels. Various challenges arise in efforts to improve learning outcomes, ranging from low student motivation, limited learning resources to teaching methods that are not yet effective (Yazid, 2011). For this reason, a comprehensive approach is needed, focusing not only on the *cognitive aspect* but also on a student's affective and *psychomotor aspects*. In this context, integrating digital media (Canva-based PPT) with a contextual approach emerged as an innovative solution to improve understanding and applicability with the current situation and conditions, by integrating real experiences in the learning process of students are expected to internalize fiqh values in a more in-depth and applicative way.

Many teachers report significant changes after implementing more interactive and adaptive Learning Strategies, when using learning methods to make students appear more enthusiastic about completing challenging tasks (Sulaiman et al., 2024). They not only look for answers in books, but also dig into other sources, discuss, and even conduct simple experiments to prove their hypothesis (Kustandi, 2020). From this experience, it can be seen that a good Learning Strategy is able to change students' mindset from passive to active. They no longer wait for instructions but rather seek initiative to understand the lesson more deeply. This is clear evidence that the right strategy not only improves academic outcomes but also builds the character of lifelong learners (Amin & Sumendap, 2022). The existence of the CTL (*Contextual Teaching and Learning*) learning model is expected to have a positive influence on improving student learning outcomes in Fiqh subjects. Decreased (Rahman, 2022). This is seen from the concept of an approach model that connects activities with real situations, while Canva is an online application that provides templates, designs that can be used to create learning media, such as percentages, posters, brochures, and others (Arifin et al., 2022). One of the templates in Canva is a slow presentation slide used by educators in teaching activities (Batubara, 2020). Slow percentage slides are applications that educators use to convey concepts or materials that are displayed to students (Maya & Jazuli, 2022). Canva has a unique feature of creating slow slides, so that if used in the learning process, students will be more interested and excited

(Haling, 2021).

Because of some of the problems above, the development of the research model that is trying to be offered is that the researcher chooses media that can be reached and seen together, to make Fiqh learning more meaningful, Isa's book develops canva media that is relevant to students' lives, known as the contextual learning approach (CTL), digital technology is now changing the way we learn Fiqh, making it more interesting and relevant to the context of the times, aligned with 21st century skills (Azis & Ifrianti, 2015). With contextual-based learning, students understand events or activities faster after getting clarification from the teacher (Wangge, 2020). In addition, they will also be better prepared to face life's problems by utilizing technology and spiritual knowledge, especially from fiqh materials.

The results of previous research showed that the Canva media application as a learning medium was very effective in the implementation of learning. Several studies have found that students who have received this service become more effective and interactive in the teaching and learning process (Safitri, 2023). In addition, other studies have also shown that it is very effective in using digital-based learning methods in the classroom (Shofiyah, 2024). Likewise with other research, students also understand the material through videos and images, have broad access to learning resources, and are skilled in utilizing technology (RAMADHAN, 2019).

Although various studies have proven effective in the use of technology-based media in teaching and learning activities, some differences are the basis of this research. Most of the previous research focused on the effectiveness of learning in teaching and learning activities in the classroom, while this study focused more on the effectiveness of student learning outcomes by using the CTL learning model with PPT-based canva media at Madrasah Tsanawiyah Negeri 9 Jombang, besides that the previous research only used *Canva* media without integrating with the existing learning model, in this study integrating or combining the CTL learning model with PPT-based canva media, besides that this study uses two classes, namely one Control class and another experimental class with the aim of finding out how effective it is in the quality of student learning outcomes.

Seeing the importance of improving student understanding and learning outcomes, this research is very relevant to be conducted. The results of this research are expected to contribute to the world of education, especially for Islamic religious education teachers to be more interactive in teaching activities in the classroom and can improve student learning outcomes, in addition, this research can also be a reference for Islamic religious education teachers in developing learning

models so that they can produce a learning process that has an impact on optimal outcomes and be more motivated to participate more.

METHOD

This type of research is a quantitative research by applying a quasi-experimental research design with a *posttest-only control group* design, namely, the researcher gives a posttest to the control class and the experimental class that receives treatment only in the experimental class (Satriadi, 2023). The variable tied to this study is the learning outcomes of the fiqh chapter of students' prayers. The independent variable is the contextual approach. This research was carried out in one of the Jombang State MTs located in Jombang Regency in odd semesters. The research population consisted of 50 students, namely students of class VII C and students of class VII B. The sampling technique of using cluster random sampling was carried out randomly, namely by drawing all classes VII, and after the results came out, then determining the sample consisting of two classes, namely one control class and one experimental class. The data collection technique used a research instrument in the form of a question test from the material presented, namely about the obligatory prayer, and the data analysis technique using the gain test with the help of SPSS Statistics 25 measured changes between the level of understanding of students before and after being treated in learning. With this comparison, N-Gain analysts provide teachers with in-depth insights into the effectiveness of a curriculum or learning model, with a formula.

$$N_{\text{Gain}} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score Ideal} - \text{Score Pretest}}$$

To see the category of the magnitude of the increase in the N-gain score, you can see in Table 1:

Table 1. The category of the magnitude of the increase in the N-gain score

Value N-Gain	Interpretation
$0,70 < g < 1,00$	Tall
$0,30 < g < 0,70$	Keep
$0,00 < g < 0,30$	Low
$G = 0,00$	There is no improvement
$1,00 < g < 0,00$	There is a decline

In order to provide an interpretation of the effectiveness of N-Gain, the criteria were used is in Table 2.

Table 2. Criteria for the effectiveness of N-Gain

Presentation (%)	Interpretation
< 40	Ineffective
40-55	Less Effective
56-75	Quite Effective
>76	Effective

FINDINGS AND DISCUSSION

Findings

The findings of this study show that this study examines whether the development of the CTL learning model with PPT-based Canva media can improve the learning quality of grade VII students of Gunung Negeri 9 Diwek Jombang. The presentation of the results of the categorization of the findings is presented in the following table:

Table 3. Normality Test

Post (Teaching Materials)	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Experiment	.219	35	.003	.871	35	.005
Control	.231	35	.001	.932	35	.097

Based on the results of the normality test, one of the classes has $\text{sig} > 0,05$, which means one of the classes is distributed normally, and the other is not distributed normally. Therefore, it is continued with the test Mann-Whitney.

Table 4. Test Mann-Whitney

Post (Teaching Materials)	Class	N	Average Rating	Number of ratings
Post (Teaching Materials)	Experiment	25	37.26	931.50
	Control	25	13.74	343.50
	Entire	50		

Table 5. Statistics Tet

	(Teaching Materials)
Mann-Whitney U	18.500
Wilcoxon W	343.500
Z	-5.764
Asimpa. Sig.	.000

From this data, we can find out the value of sig <0,05, That Is 0,000. From these results, it can be decided that Ho is rejected and Ha is accepted, meaning there is a difference between before and after learning using CTL and conventional methods. However, the results of the experimental class were far above the control class. Based on this comparison, the following conclusions are drawn between the experimental and control classes.

Table 6. Statistic Descriptive Class Experiment dan Control Quality of Understanding of Prayer Material

Data Statistic	Prayer Material					
	Class control			Class experiment		
	Pretes	Postes	N-Gain	Pretes	Postes	N-Gain
N	35	35	35	35	35	35
$\bar{X}$	70.48	85.16	0,2884	68.40	70.40	0.5572.

Canva *media* is used to support the CTL method applied in experimental classes. This method is carried out systematically. Comparison classes use conventional methods that are not student-centered. The learning outcomes showed that students' creativity and ability optimization in the experimental class were much better than in the control class. Both classes have a total of 35 students. The average score was 70.48 on pretest and 85.16 on posttest, with an n-gain of 0.2884 obtained in the control class. The average pres values of 68.40 and 70.40 (post) with an n-gain of 0.5572 were obtained in the experimental class. From there, it can be concluded that the experimental class is much more advanced than the other class.

Discussion

To obtain quality learning outcomes, it is necessary to select models and media that must be applied by each educator in the learning process. Student learning outcomes are also influenced by how an educator or teacher determines the right learning model and media so that the results of teaching and learning activities are of high quality (Sanjaya, 2019). The results of the data above show that the learning outcomes of Madrasah Tsanawiyah Negeri 9 Diwek Jombang students before the Pretest treatment in the Control class obtained an average score of 68.4 in the Quite effective category while in the experimental class obtained an average of 70.48 in the Quite Effective category although both classes have a fairly effective category, but in the average score score of learning outcomes is better in the experimental class than in the control class, then the results of the Posttest from both classes, where the control class by not getting treatment or not using the CTL learning model with PPT-based canva media only with the conventional learning model obtained an average

score of 70.4 in the category was quite effective while the results of the experimental class Postes by obtaining treatment or using PPT-based canva media with the CTL learning model obtained an average of 85.16 in the Effective category, These findings show that the application of the CTL learning model with the help of PPT-based canva media in learning fiqh prayer chapter materials at Madrasah Tsanawiyah Negeri 9 Diwek Jombang is more effective than the conventional learning model.

To see whether the data in the form of Pretest and posttest results is also calculated to compare the learning outcomes between the experimental group and the control group, namely by conducting a normality test to find out whether the data is normal or not, based on the results of the normality test above shows that one of the classes has $\text{sig} > 0,05$, which means one class is normally distributed, and the other is not normally distributed (Hidayat et al., 2025).

To find out the difference in learning outcomes from the two classes, both the control class with as many as 25 students and the experimental class with 25 students as well as the total of 50 students was carried out the *Mann Whitney* Test where the data above shows the learning results of the control class by not getting treatment or not using the CTL learning model with PPT-based canva media with an average rating of 13.74 while the learning outcomes of the experimental class by getting treatment or using the CTL learning model with PPT-based *canva* media with an average rank of 37.26 where the CTL learning model with *PPT-based canva* media is more effective than conventional learning or does not use the CTL learning model with PPT-based canva media.

Several other studies on the *Contextual Teaching Learning* learning model are also effective. For example, research conducted by Anju Nofarof Hasudungan with the title *Contextual Teaching Learning* during the COVID-19 pandemic was a review at SMAN 1 Rupert, where the results of the study showed that CTL learning is the right approach in learning during the COVID-19 pandemic, considering that CTL focuses on three aspects. First, CTL focuses on the process of student involvement in finding subject matter. Second, CTL helps students to understand the relationship between the material studied and real-life reality. Third, CTL encourages students to be able to apply it in their daily lives, especially during the COVID-19 pandemic (Hasudungan, 2022). Kamilia Mutiara et al., with the same title, namely the application of the Contextual Teaching and Learning method in writing poetry with the help of Canva media, are able to improve the quality of students in writing poetry in Indonesian subjects (Nugraha, 2023).

Furthermore (Firdaus, Achmad Shabir, 2025) found that the learning of the *Contextual Teaching Learning model* with the help of *Canva* in improving the quality of mathematics learning outcomes of Mathematics learning outcomes of grade IV students of SD Negeri 12 Manurunge by applying the Canva-assisted CTL learning model in the first cycle there were 16 out of 23 students who completed with an average score of 79.1 with a percentage of student learning completeness reaching 69.57% (adequate), while the results In the second cycle, 20 out of 23 students achieved a complete score with an average score of 87.6 with a percentage of student learning completeness reaching 86.9% (good). Based on this data, it is proven that the application of the Canva-assisted CTL learning model in Mathematics learning can improve learning outcomes, which is characterized by an increase in student learning completeness. Overall, the findings of this study confirm that learning the application of the *Contextual Teaching Learning model* is very effective in improving the quality of student learning. Thus, the learning of the Canva-assisted CTL model based on PPT in improving the quality of learning at Madrasah Tsanawiyah Negeri 9 Diwek Jombang Regency is very effective.

CONCLUSION

After conducting the two tests, the effectiveness of the Canva Software-based CTL learning model in improving the quality of student learning in Fiqh class VII at MTs Negeri 9 Diwek Jombang can be seen from the percentage of N-Gain. The N-Gain percentage of the experimental class was 0.2884, while the N-Gain control class was 0.0572. So it can be concluded that the application of the Canva Software-based CTL learning model is quite effective in improving the quality of student learning in the Fiqih class VII course at MTs Negeri 9 Diwek Jombang.

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