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

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ABSTRACT

This study aimed to develop and evaluate Canva-assisted interactive audiovisual media for Qur'an–Hadith learning. The research employed a Research and Development (R&D) approach using the 4D model: Define, Design, Develop, and Disseminate. The study involved Grade VII students at MTs Al-Qur'aniyah Manna, South Bengkulu, during the second semester of the 2025/2026 academic year, with [n] students participating in the field trial. Data were collected through classroom observations, expert validation sheets, student response questionnaires, and learning-interest questionnaires administered before and after implementation. Expert validation indicated high product validity (95.29%), while student responses demonstrated high practicality (98.08%). Learning-interest scores increased from 52.33% before implementation to 82.96% afterward, with an N-Gain of 0.64 (64%), indicating moderate improvement. The overall learning-interest indicator score reached 92.70%, categorized as very high. These findings indicate that the developed media was valid and practical, with a measurable improvement in students' learning interest. Nevertheless, the absence of a comparison group limits causal conclusions regarding the media's effectiveness.

1. INTRODUCTION

Digital technology is transforming educational practices and expanding opportunities for student-centered learning. Twenty-first-century education increasingly emphasizes digital literacy, critical thinking, creativity, collaboration, and communication. UNESCO identifies four educational pillars: learning to know, learning to do, learning to be, and learning to live together. However, UNICEF highlights persistent barriers, including limited teacher competence, unequal access, and insufficient interactive resources. These challenges demonstrate the importance of developing engaging and accessible multimedia learning environments. In Indonesia, educational digitalization has gained momentum through the Merdeka Curriculum and national initiatives. The *Rapor Pendidikan Indonesia* identifies instructional quality and technology integration as educational priorities. Similarly, the Ministry of Religious Affairs promotes digital transformation across madrasahs. Nevertheless, classroom implementation does not always reflect these policy directions. Preliminary observations at MTs Al-Qur'aniyah Manna revealed predominantly lecture-based Qur'an–Hadith instruction. Teachers relied mainly on printed materials and conventional presentation slides. These resources provided limited opportunities for interactive audiovisual learning experiences. Consequently, students demonstrated limited attention, participation, persistence, and learning interest. This situation indicates a practical gap between digitalization policies and classroom implementation. These instructional limitations become particularly important in Qur'an–Hadith education. Students must understand textual meanings, apply *tajwid*, and pronounce Arabic passages correctly. They must also internalize Islamic values through meaningful learning experiences. Consequently, instruction requires integrated textual, visual, and auditory representations. Mayer's Cognitive Theory of Multimedia Learning explains how learners process

verbal and visual information. Its dual-channel framework provides a theoretical foundation for integrating different information representations. The Modality Principle emphasizes combining spoken explanations with relevant visual information. Dale's Cone of Experience illustrates the potential value of varied learning experiences. Therefore, interactive audiovisual media offer pedagogical opportunities beyond conventional text-based instruction. Previous studies have reported positive contributions from Canva-based multimedia and audiovisual learning. Rahayu and Ansori (2025) and Ilahy et al. (2025) examined Canva's multimedia development potential. Their findings support Canva's relevance as an instructional media development platform. However, Canva's educational contribution depends on instructional design and pedagogical integration. Kurniawan et al. (2026) and Erlitaviana and Tyas (2025) emphasized audiovisual learning's motivational and achievement-related benefits. These findings establish audiovisual media as promising resources for supporting classroom engagement. Nevertheless, improved achievement and motivation do not necessarily establish increased learning interest.

Other studies have examined multimedia learning through engagement and theoretical perspectives. Han (2025) and Prananto et al. (2025) emphasized meaningful learning and student engagement. Twabu (2025), Mishra (2025), and Agbarakwe and Ossai-Chidi (2025) discussed multimedia learning principles. Their contributions strengthen theoretical justifications for technology-supported instructional environments. Meanwhile, Latifah et al. (2026) and Putkonen et al. (2025) highlighted digital media's relevance. Their studies provide important perspectives on innovation within Islamic education. However, these findings do not fully address interactive audiovisual development specifically for Qur'an–Hadith instruction. Despite these contributions, several research gaps remain insufficiently addressed. First, previous Canva studies frequently position the platform as a visual presentation tool. This approach differs from designing integrated, interactive audiovisual instructional environments. Second, multimedia studies provide theoretical support but rarely combine these elements comprehensively. The present study integrates multimedia principles within one instructional environment. Third, previous research predominantly examines general subjects rather than Qur'an–Hadith learning. Fourth, learning achievement and motivation receive greater attention than students' learning interest. These differences establish distinct contributions in media characteristics, theoretical foundations, instructional materials, and research variables. Accordingly, this study develops interactive audiovisual media using Canva for Qur'an–Hadith instruction. The media integrate Arabic texts, pronunciation audio, instructional videos, animations, and interactive assessments. Their development follows the Cognitive Theory of Multimedia Learning. Unlike conventional Canva presentations, this product provides an integrated and interactive learning experience. This study evaluates media validity, practicality, and effectiveness in improving students' learning interest.

2. METHODS

Research Design and Participants

This study employed a Research and Development (R&D) approach using the 4D model. The model comprises four stages: Define, Design, Develop, and Disseminate. It was selected to guide systematic educational product development and evaluation. The research was conducted at MTs Al-Qur'aniyah Manna, South Bengkulu, Indonesia. Participants were Grade VII students during the second semester of 2025/2026. The study involved [number] students from [class identification], selected through [sampling technique]. The school was selected because preliminary observations identified limitations in existing instructional media.

Development Procedures

The Define stage identified instructional problems and students' learning needs. Data were collected through classroom observations, teacher information, curriculum analysis, and needs

questionnaires. The analysis identified limited audiovisual resources and students' low learning interest. The selected content covered Qur'an and Hadith materials for Grade VII. The Design stage translated identified needs into an initial product prototype. Canva was selected because it supports audiovisual and interactive instructional content. The researchers prepared material maps, storyboards, visual layouts, and assessment instruments. The product contained opening, introductory, core-learning, and closing sections. Its content included tajwid, mad rules, mad tabi'i, and Hadith about optimism and patience. Audio elements complemented visual presentations, particularly Qur'anic verses and Hadith pronunciation. The Develop stage transformed the prototype into a validated instructional product. Three experts evaluated its material, media, and language components. The media expert was Prof. Dr. Andang, specializing in design and information technology. The subject expert was Sisnayati, S.Ag., specializing in Islamic Religious Education. The language expert was Dr. Dedi Irama, M.Pd.I., evaluating linguistic appropriateness. Validators assessed the product using five-point rating instruments. Their evaluations informed decisions concerning product feasibility and necessary revisions. The validated product subsequently underwent classroom trials to examine practicality and student responses. The Disseminate stage involved classroom implementation and limited product distribution. The developed media was implemented to compare learning experiences using visual and audiovisual materials. Learning-interest measurements examined students' responses before and after implementation. The researchers subsequently distributed Canva access links and interactive files to PAI teachers. This distribution supported potential use in other classes within the school.

Instruments and Data Collection

Data were collected through observations, needs questionnaires, expert validation sheets, and student questionnaires. Observations identified instructional conditions and initial learning-media limitations. Needs questionnaires documented teachers' and students' requirements for audiovisual learning resources. Expert validation assessed material accuracy, media presentation, and language appropriateness. Student response questionnaires examined content, design, images, and perceived usefulness. These response dimensions represented product practicality and user acceptance. Learning interest was examined through six indicators. These indicators comprised attention, interest, engagement, persistence, self-initiative, and retention. Attention referred to students' concentration during instructional activities. Interest concerned enthusiasm toward the audiovisual presentation and learning materials. Engagement represented participation, responses, and involvement during classroom activities. Persistence concerned sustained attention and willingness to revisit learning materials. Self-initiative referred to independent efforts to access and explore instructional content. Retention concerned students' understanding and recall of the presented materials. The questionnaires employed five-point Likert response scales. Responses ranged from strongly agree to strongly disagree. Product validation used five categories, ranging from very valid to invalid. Student response instruments used five agreement categories. Instrument scores were converted into percentages for descriptive interpretation.

Data Analysis

Qualitative data from observations and validator feedback informed product evaluation. Quantitative data were analyzed using descriptive percentage calculations. Percentage scores were obtained by dividing actual scores by maximum possible scores. The resulting quotient was multiplied by 100. Product validation scores of at least 80% indicated very high feasibility. Product practicality was assessed through student response percentages. The analysis covered content, design, images, and perceived usefulness. Learning-interest questionnaire scores were analyzed descriptively across six indicators. Pre-implementation and post-implementation measurements were compared to examine changes. Learning improvement was calculated using normalized gain (N-Gain). N-Gain equaled the posttest-minus-pretest score difference divided by remaining score

potential. Remaining score potential represented the maximum possible score minus the pretest score. N-Gain values were classified as high (≥0.70), moderate (0.30–0.69), or low (<0.30). These classifications described the magnitude of improvement following implementation.

3. RESULTS AND DISCUSSION

This study developed Canva-assisted audiovisual learning media using the 4D development model. The evaluation covered instructional needs, product validity, student responses, and learning-interest outcomes. The findings are presented through development activities and subsequent product evaluations. Each result is interpreted using relevant theoretical and empirical perspectives.

Analysis of Instructional Needs

The Define stage identified instructional needs through classroom observations and needs analysis. Learning followed the Merdeka Curriculum, using textbooks and Canva presentation slides. Students experienced difficulties understanding Qur'an and Hadith learning materials. Teachers consequently required more interactive and engaging instructional media. Teacher and student needs-analysis results are presented in Table 1.

Table 1. Results of Teacher and Student Needs Analysis

Respondent	Assessment Aspect	Percentage (%)
Teacher	Perception	80.00
Teacher	Learning Experience	92.00
Teacher	Media Needs	93.00
Student	Perception	92.44
Student	Learning Experience	94.85
Student	Media Needs	94.57

Teacher responses indicated substantial needs for improved instructional media. Media needs received the highest teacher score, reaching 93.00%. Students similarly reported their strongest needs regarding instructional media, reaching 94.57%. Their learning-experience score reached 94.85%, indicating substantial instructional concerns. These findings justified developing more interactive audiovisual learning materials. The Define stage therefore established needs-based priorities for subsequent development.

Expert Validation of the Learning Media

Three experts evaluated the product before classroom implementation. The validation covered instructional content, media design, and language quality. The content expert assigned 96.00%, representing the highest individual score. Media and language experts each assigned 95.00%. The reported overall validity score reached 95.29%, classified as highly valid.

Table 2. Expert Validation Results

Validation Aspect	Percentage (%)	Category
Content Expert	96.00	Highly Valid
Media Expert	95.00	Highly Valid
Language Expert	95.00	Highly Valid
Reported Average	95.29	Highly Valid

The content score indicates strong perceived suitability of instructional materials. Media validation assessed audiovisual presentation and instructional design quality. Language validation addressed linguistic appropriateness and clarity. These complementary assessments support systematic multimedia development. Mayer (2024) explains how verbal and visual information support meaningful learning. Noetel et al. (2021) and Fyfield et al. (2022) emphasize evidence-based multimedia design. Their findings support coherence, signaling, segmenting, modality, and personalization principles. The product integrated Arabic texts, pronunciation audio, videos, animations, and interactive quizzes. These features connected written materials with auditory and visual representations. Nevertheless, aggregate scores cannot identify specific strengths or

weaknesses. The available results also omit detailed validator recommendations. Therefore, specific revisions cannot be attributed to undocumented expert comments. Marzalius and Jasril (2026), Rajab et al. (2025), and Shakeel et al. (2023) emphasize systematic product validation. Yunus et al. (2024) highlight instructional objectives and authentic Islamic values. This development extends multimedia design into Qur'an–Hadith education.

Student Responses and Product Practicality

Students evaluated the media after classroom implementation. Their responses covered content, design, visual presentation, and usefulness. Content received the highest score, reaching 98.66%. Usefulness followed at 98.53%, while visual presentation reached 98.16%. Design and layout received 96.66%, the lowest reported score. The overall response reached 98.08%, indicating very positive user acceptance.

Table 3. Students' Responses to the Learning Media

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

The highest content score indicates students' positive assessment of material presentation. The usefulness score also suggests favorable perceptions of instructional benefits. Visual illustrations and animations potentially strengthened students' learning experiences. Pronunciation audio supported exposure to Arabic expressions and articulation. Videos and interactive quizzes offered varied opportunities for participation. Mayer (2024) explains how integrated representations support cognitive processing. Tomita (2022) and Bland et al. (2024) associate multimedia design with situational interest. The 98.08% score primarily represents positive acceptance and perceived practicality. It does not independently establish improved learning effectiveness. Davis (1989) explains technology acceptance through usefulness and ease of use. Jo and Park (2023) identify usefulness and enjoyment as continuance predictors. Pandita and Kiran (2023) associate interface quality with engagement and satisfaction. Al-Maroof et al. (2022) emphasize media richness and perceived usefulness. Kerimbayev et al. (2023) highlight autonomy and meaningful interaction. These perspectives explain students' favorable reception of the developed media.

Evaluation of Learning-Interest Improvement

Learning-interest improvement was evaluated through pre-test and post-test measurements. The average score increased from 52.33% to 82.96%. The reported N-Gain reached 0.64, representing moderate improvement. Its normalized percentage was 64.00%, classified as effective. These findings indicate higher learning-interest scores following implementation. However, aggregate scores cannot establish statistical significance.

Table 4. Learning-Interest Evaluation Results

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

The observed increase represents a 30.63-percentage-point improvement. The normalized gain indicates moderate improvement relative to the possible maximum. CTML explains how learners select and integrate verbal and visual information. Mayer (2024) emphasizes coordinated processing through complementary cognitive channels. Cognitive Load Theory highlights managing unnecessary working-memory demands (Sweller, 1988). Dual Coding Theory explains complementary verbal and visual representations (Paivio, 1986). These perspectives explain

plausible mechanisms, not proven causal relationships. The media integrated Arabic text, pronunciation audio, videos, animations, and interactive quizzes. These features potentially supported attention and varied information processing. Inwanti and Setiawan (2025) reported motivational benefits from animated-video instruction. Duterte (2024) identified engagement benefits from technology-enhanced learning. Çeken and Taşkın (2022) emphasized multimedia principles across educational settings. Krieglstein et al. (2022) highlighted cognitive-load management. Nevertheless, the absence of a reported control group limits causal interpretation. Individual paired scores are necessary for testing statistical significance.

Students' Learning-Interest Indicators

Learning interest was examined through six indicators after media implementation. These indicators included attention, interest, engagement, persistence, self-motivation, and retention. All six indicators were classified as improved in the original results. The reported average reached 92.70%, categorized as very high. These findings indicate favorable learning-interest conditions following implementation.

Table 5. Students' Learning-Interest Indicators

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

The findings suggest positive responses across the measured dimensions. Keller's ARCS model explains attention, relevance, confidence, and satisfaction (Keller, 1987). Self-Determination Theory emphasizes autonomy, competence, and relatedness (Deci & Ryan, 1985). Fredricks et al. (2004) distinguish behavioral, emotional, and cognitive engagement. Fong et al. (2024) associate motivation regulation with academic outcomes. Xiao and Hew (2023) connect gamification with motivation and engagement. These perspectives help interpret students' reported learning-interest conditions. Other studies explain motivation and sustained engagement in learning. Singh et al. (2022) identify motivation as an engagement determinant. Sá (2023) highlights academic and social involvement in learning continuity. Li and Lajoie (2022) explain cognitive engagement through self-regulated learning. Maceiras et al. (2025) report positive perceptions from interactive video-based learning. Lai et al. (2023) connect interest and self-regulation with continued technology use. Goh (2025) emphasizes persistence as a predictor of academic success. However, retention differs conceptually from learning interest. Its inclusion requires justification through the original questionnaire indicators.

Summary of the 4D Development Process

The 4D model guided the development of Canva-assisted audiovisual learning media. Define activities identified instructional needs through observations and needs analysis. Design activities translated these needs into structured audiovisual learning materials. Develop activities involved expert validation and student-response evaluation. Disseminate activities involved initial distribution to Islamic Education teachers. Learning-interest measurements represented subsequent product evaluation.

Table 6. Summary of Development Activities and Evaluation Results

Stage or Evaluation	Activities and Outputs	Statistical Results
Define	Classroom observation, teacher and student needs analysis, and literature review	Teacher: perception 80.00%, learning experience 92.00%, media needs 93.00%. Student: perception 92.44%, learning experience 94.85%, media needs 94.57%.

Design	Canva-assisted audiovisual prototype development	Product included introduction, title page, materials, audio narration, visual illustrations, exercises, and answer discussions.
Develop	Expert validation and student-response evaluation	Validity 95.29%; student responses 98.08%.
Disseminate	Distribution through Canva links to Islamic Education teachers	Initial product distribution for potential classroom use.
Product Evaluation	Pre-test and post-test learning-interest comparison	Pre-test 52.33%; post-test 82.96%; N-Gain 0.64 or 64.00%.
Learning-Interest Evaluation	Assessment of six learning-interest indicators	All indicators improved; overall score 92.70%.

Thiagarajan et al. (1974) emphasize systematic development through sequential stages. The Define stage established needs-based development priorities. The Design stage translated instructional requirements into multimedia components. The Develop stage incorporated expert assessment and classroom evaluation. The Disseminate stage involved initial product distribution to teachers. The available evidence does not establish wider classroom implementation. Design-Based Research further emphasizes iterative evaluation for instructional innovation. Mayer (2024), Tomita (2022), and Bland et al. (2024) support multimedia-based instructional design. Jo and Park (2023) and Pandita and Kiran (2023) explain technology acceptance. Satriani and Prasojo (2024) reported improved outcomes through web-based multimedia. Inwanti and Setiawan (2025) highlighted animated-video learning motivation. Fong et al. (2024) and Singh et al. (2022) explain motivation-related engagement. Overall, the findings support product feasibility and positive initial classroom reception.

4. CONCLUSION

This study developed Canva-assisted interactive audiovisual media for Qur'an–Hadith learning through the 4D model. Expert assessments confirmed its high validity, while student responses demonstrated excellent practicality. The learning-interest scores increased from 52.33% to 82.96%, with an N-Gain of 0.64 (64%). This result indicates moderate improvement in students' measured learning interest. However, the findings do not establish causal effectiveness because the study lacked a comparison group. Overall, the developed media offers a feasible instructional alternative for supporting interactive Qur'an–Hadith learning. Practically, this media provides Qur'an–Hadith teachers with an accessible alternative for designing interactive instruction. Teachers can integrate Arabic texts, pronunciation audio, videos, and interactive activities within learning materials. These features can support students' engagement with Qur'anic verses and Hadith content. The media also offers opportunities to present religious concepts through complementary verbal and visual representations. This approach is consistent with multimedia learning principles and supports more engaging classroom experiences. Several limitations should be considered when interpreting these findings. First, the study involved a limited number of participants from one school. Second, the research did not include a comparison group or experimental control. Consequently, improvements cannot be attributed exclusively to the developed media. Third, the evaluation focused on learning interest rather than academic achievement. Long-term learning retention was also not measured. Future research should involve larger samples across diverse schools and educational contexts. Comparative or experimental designs could strengthen evidence concerning instructional effectiveness. Further studies should examine academic achievement, long-term retention, critical thinking, and digital literacy.

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