Canva-assisted modelling the way strategy and students' Islamic education learning outcomes

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ABSTRACT

The teacher's lecture and question-and-answer learning method do not provide meaningfulness to students so that different learning strategies for the learning process need to be adopted. This study aims to determine the effect of the Modeling the Way strategy assisted by Canva media on the 4th-grade students' Islamic education learning outcomes. This type of research used a quantitative approach with a Pre-Experimental Design (non-design) in the form of a One-Group Pretest-Posttest Design. The population in this study were fourth-grade students at SDN 2 Gulang Mejobo Kudus, with a total sample of 31. Data collection techniques used observation, interviews, and tests. The results of the t-test show that tcount = 5,380 > ttable = 2,042, so Ha is accepted. The results indicate an effect of the Modeling the Way strategy on the fourth-grade students' Islamic education learning outcomes. The average result of the pretest is 63.71, and the posttest is 79.03. Therefore, there is a significant increase in the posttest learning outcomes using the Modeling the Way strategy compared to the pretest.

Keywords: Canva Modeling Strategy, Learning Outcomes

INTRODUCTION

The problem of learning is a problem for every human being, by learning humans gain skills, abilities so that attitudes are formed and knowledge increases. So the learning outcomes are real results achieved by students in an effort to master physical and spiritual skills at school which are manifested in the form of report cards every semester. One indicator of the achievement of learning objectives is student learning outcomes. The learning outcomes of Islamic religious education that are expected by every school are high learning outcomes, achieving student learning mastery. To find out the progress to which the results have been achieved by a person in learning, an evaluation must be carried out. To determine the progress achieved, there must be criteria (benchmarks) that refer to predetermined goals so that it can be seen how much influence the teaching and learning strategy has on student learning success.

Learning outcomes are the abilities possessed by students after they receive their learning experience. Learning outcomes are divided into three domains, namely the cognitive domain, the affective domain and the psychomotor domain. These three domains become the object of assessment of learning outcomes. Among the three domains, it is the cognitive domain that is most widely assessed by teachers in schools because it relates to the ability of students to master the content of teaching materials (Sudjana, 2009).

Based on the results of observations in class, it was concluded that students' mastery of the Islamic religious subject matter taught by the teacher was still not able to solve the questions properly and correctly. Students are less able to draw conclusions from the subject matter that has been studied, only a small number of students are able to answer the teacher's questions from the subject matter that has been studied. In addition, students were less able to answer the questions

given by the teacher correctly, only a small number of students answered according to the questions given by the teacher.

Education is an essential basic need for humans, especially to improve the quality of human resources and ensure the continuity of the nation's intellectual development. The main objective of the educational process is to provide intellectual understanding and develop potential skills to improve the quality of education. Based on the functions and objectives of education in Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 1 (paragraph 1), education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. From the educational objectives described, students can play an important role in learning, especially religious learning, one of which is Islamic education.

According to Elihami and Syahid (2018), Islamic education is a conscious effort teachers make to prepare students to believe in, understand, and practice Islamic teachings through guidance, teaching, or training activities to achieve specified goals. Islamic education teaches, guides, and directs students to realize the values of Islamic teachings from the Qur'an and Hadith and creates students with morals, virtuous character, and religious character (Azhari et al., 2022; Tabroni & Romdhon, 2022; Taufik, 2020). In Islamic Education, faith and taqwa are deeply instilled so that students do good actions by contemplating the power of Allah SWT (Sunhaji, 2018). Islamic teaching is expected to shape students' personalities to have noble characters and carry out Islamic teachings in the Qur'an. The learning material in the Islamic education curriculum teaches faith, piety, and noble character (Tammah et al., 2022).

One of the 4th-grade subjects is "Clean is Healthy." The objective is to understand and practice the procedures for purification from minor hadas. This material is included in worship because of the importance of cleanliness, especially in prayer services because people must be clean and have no impurities. To develop students' understanding of Islamic learning, especially in understanding and practicing hadas material, teachers can apply strategies to achieve learning outcomes. In applying learning strategies, teachers can adjust learning materials and classroom management so that learning is meaningful and conducive. Herdianto et al. (2022) state that teachers must implement innovative learning by adjusting learning objectives and materials for students to understand learning.

From the observation results in the 4th grade of SDN 2 Gulang, teacher-centered learning is still widely used, so students lack activeness and learning activities. The teacher's lecture and question-and-answer method do not provide meaningfulness. In practice, the teacher only explains and appoints some students to practice. Besides that, Islamic education still uses rote learning.

The daily test on "Clean is Healthy" obtained an average score of 64.19%. It shows that learning outcomes are still low and do not meet the passing grade of 70. Ali and Sholikhudin (2022) explain that students' low memory and understanding are caused by conventional learning and inappropriate learning strategies, making learning passive and students less involved and needing to apply practical examples strategies. Therefore, it is necessary to apply effective learning strategies and learning media that attract students' attention and increase learning success.

The success of learning can be seen through the level of success in achieving educational goals and learning objectives, so it can be said that the teacher is successful in teaching (Pane & Dasopang, 2017). Learning strategies for the learning process in the classroom can be applied to increase learning success. Strategies are steps in implementing learning that make students more active and utilize learning resources to achieve learning objectives. Modeling the Way is one of the strategies for learning activities that are active, innovative, and develop demonstration skills.

Modeling the Way was developed by an educational psychologist named Mel Silberman (Samsinar, 2020). According to Rakasiwi (2018), Modeling the Way is learning by providing opportunities for students to practice specific skills learned in class through demonstrations. The Modeling The Way method is a metamorphosis of the sociodrama method. That is a method by way of dramatizing an action or behavior in social relations. In other words, the teacher provides

opportunities for students to carry out certain activities or roles as they exist in social (social) life. Students should be given the opportunity to take the initiative and be given guidance or other means to be more successful (Sriyono et al, 1992).

The Modeling the Way strategy requires students' practical skills to demonstrate in front of the class and create an active learning atmosphere. The following are the steps of Modelling the Way by Rakasiwi (2018): 1) Students are given specific topics. They identify existing problems and are required to use the skills that will be discussed; 2) Students form groups that the teacher adjusts to demonstrate a scenario; 3) Students are given time to make scenarios; 4) Students are given time to practice; 5) Each group demonstrates the scenario in turn, 6) Students are allowed to provide feedback on each demonstration. In the Modeling the Way learning syntax, students create scenarios and demonstrate in groups, which teaches students to direct activities. In Modeling the Way, learning is repeated so that students' works are optimal (Asngadi, 2021)

According to Anegawati (2017) and Purnami (2021), the advantages of Modeling the Way are that students' attention is fully focused on demonstrations, creating practical experiences for students that can form strong memories and skills, and presenting concepts and learning materials that facilitates student understanding. Sriwati (2021) states that Modeling the Way can improve students' obligatory prayer skills, movements, and recitations. The use of Modeling the Way can also improve the results of learning to pray in elementary schools (Nurhayati, 2020).

Modeling the Way is implemented with digital-based learning media, Canva. Canva is an application that contains design content that can be used via smartphones and the Google portal (Rahmawati & Atmojo, 2021). Media Canva is a graphic application to make presentations by designing or being creative with various attractive animated displays (Arrasyid et al., 2022). Based on previous opinions, it can be concluded that Canva is an online application with graphic designs with various templates of social media, presentations, posters, and learning videos with interesting images and animation elements. The application of Canva media displays image-based presentation designs and various animations that can attract students' attention to understand the purification and prayer learning material.

Applying the Modeling the Way strategy assisted by presentation-based Canva media is expected to increase learning success and develop student understanding. Based on the previous description, this study aims to determine the effect of the Modeling the Way strategy assisted by Canva media on the 4th-grade students' Islamic education learning outcomes. Learning media is needed by teachers in supporting and supporting teaching in education. Media is a tool used by teachers in teaching, in addition to using books or lecture methods. Teachers can take advantage of technology-based learning media, one of which is the Canva application. Canva is an online-based application that provides an attractive design in the form of templates, features, and the categories given in it.

METHOD

This research method used a quantitative approach. The population in this study were 4th-grade students at SDN 2 Gulang, with 31 students as the research sample. The learning outcomes of this study were measured using a quantitative method in the form of a Pre-Experimental Design (non-design), specifically the One-Group Pretest-Posttest design (Creswell & Creswell, 2017). Prior to the study, a pretest was conducted. After that, they were given the Modeling the Way strategy assisted by Canva.

$$O_1 \ X \ O_2$$

Figure 1. One Group Pretest-Posttest Design

Description:
O_1 = Pretest score (before treatment)
X = Treatment (Modelling the Way strategy)
O_2 = Posttest score (after treatment)

The experimental model Canva-assisted Modeling the Way Strategy goes through three steps, namely:

a) Provide a pretest to measure the dependent variable (learning outcomes) before the treatment is carried out.

b) Give treatment to the class of research subjects with apply the modeling the way learning model.

c) Give a posttest to measure the dependent variable after treatment done.

Before treatment, the pretest class used conventional methods, while the posttest class was treated using the Modeling the Way strategy. Data collection techniques were interviews, observations, tests, and documentation. Interviews were conducted with the 4th-grade teachers at SDN 2 Gulang to discover the problems of Islamic education learning. Observation aims to observe the learning process of teachers and students. The test aims to analyze learning outcomes before and after treatment.

The data collection instrument in this study was a multiple-choice test that aims to determine students' cognitive learning outcomes in Islamic education learning. The realm of worship is related to cleanliness as a manifestation of one's faith. In prayer services, being pure and avoiding uncleanness are conditions that must be met before worship is carried out. The exam material is intended to develop students' understanding of Islamic religious learning, especially in understanding and practicing hadas material. Items were analyzed by testing validity, reliability, level of difference, and difficulty.

The data analysis technique of this study were the independent t-test and the N-Gain test. Test Independent sample t-test used to determine whether there is a difference between experimental class and control group. N-gain test used to find out the most effective method. If any significant difference between the mean scores between groups, then the N-gain score can be used.

FINDINGS AND DISCUSSION

Finding

Data was collected at SDN 2 Gulang Kudus in the 4th grade, semester 2. The passing grade for learning outcomes at SDN 2 Gulang is 70. Prior to research, the pretest class learned using conventional methods. The teacher gave pretest questions to students to find out their initial understanding skills before treatment. After that, the teacher gave treatment by applying the Modeling the Way strategy to the learning process. At the end of the lesson, students were given a posttest in the form of multiple choices. The pretest and posttest results were then tested for normality, showing that the data had a normal distribution. The normality test results are presented in table 1.

Table 1 Normality Test

	Normality Test		
	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Pretest	0,127	31	0,200[*]
Posttest	0,133	31	0,177

The normality test was performed using the Kolmogorov-Smirnov. The study results showed that the sig. of the pretest class was 0.200, while the sig. of the posttest class was 0.177. Because the basis for taking the normality test data is the sig. value greater than 0.05, it can be concluded that the pretest and posttest class data are normally distributed. The average results of the pretest and posttest classes are presented in table 2.

Table 2. Average Pretest and Posttest Results

Class	Lowest Score	Highest Score	Average Score
Pretest	45	90	63,71
Posttest	55	100	79,03

Based on Table 2, the pretest obtained an average of 63.71, while the posttest was 79.03. The pretest and posttest results show an increase using the Modeling the Way strategy. Based on the pretest results, using the conventional method, the lowest score was 45, while the highest was 90. As for the posttest group using the Canva-assisted Modeling the Way strategy, the lowest score was 55, and the highest was 90. The correct application of the Modeling The Way strategy will improve students' learning outcomes.

Using the model, students will be more enthusiastic and enthusiastic in learning and students will be more careful and easier to understand and remember a subject matter. Teacher always provides opportunities for students to express their alternative ideas, the giver will be very pleased and appreciative students who can work on a problem in different ways different from the way the reader has just described.

This learning strategy provides students the opportunity to practice skills specifics learned in class through demonstration. Students are given time to create your own scenarios and determine how they illustrate their skills and techniques.

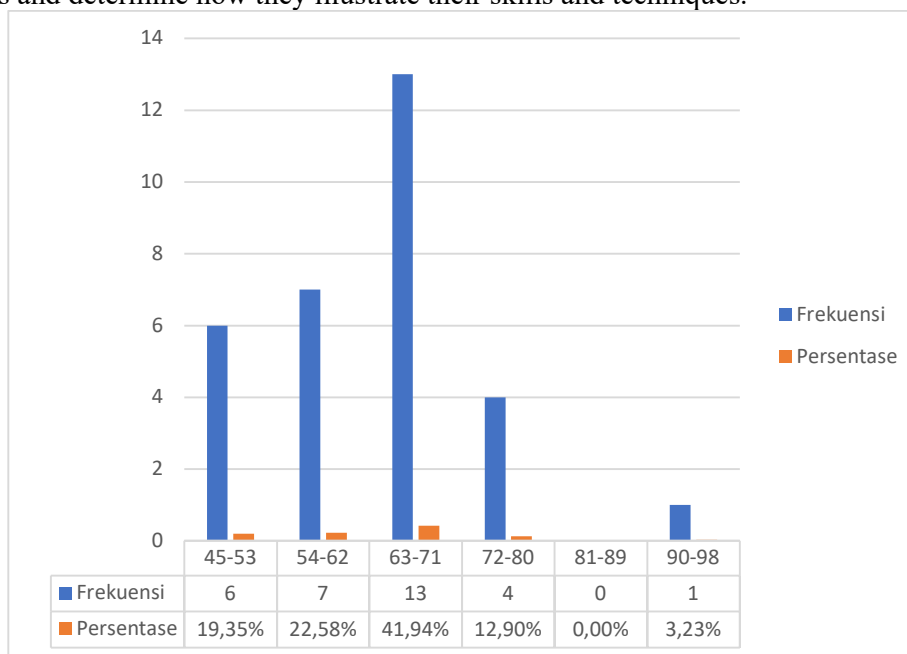|	45-53	54-62	63-71	72-80	81-89	90-98
Frekuensi	6	7	13	4	0	1
Persentase	19,35%	22,58%	41,94%	12,90%	0,00%	3,23%

Figure 2. Frequency of Pretest Group

From Figure 2, the frequency data from 34 students in the pretest group, the highest results achieved interval scores 63-71 with 13 students (41.94%). One student gets the highest score, while the majority of student scores are in the range of 63 – 71. Based on the picture above, it can be concluded that the tendency of students' learning outcomes is in the low range when the Canva-assisted Modeling the Way learning strategy has not been adopted. The following are the posttest frequency distribution results (Figure 3).
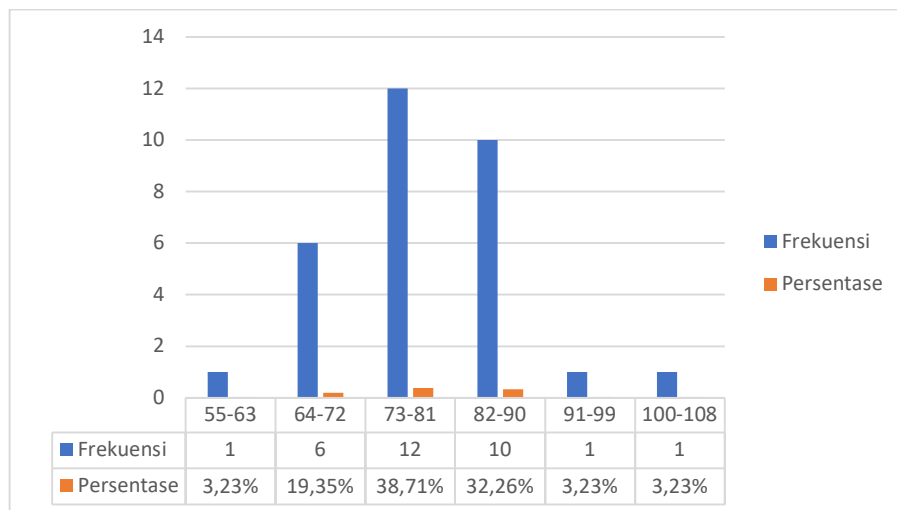
Figure 3. Frequency of Posttest Group

Based on Figure 3, the posttest was carried out after treatment using the Canva-assisted Modeling the Way learning strategy. The results of the posttest group frequency with the most interval scores were 73-81, with 12 students (38.71%). From the results of the graphical analysis, there was a significant increase in the frequency data for the pretest group compared to the pretest group.

Based on the comparison of Figure 2 and Figure 3 above, it is proven that the adoption of the Canva-assisted Modeling the Way learning strategy in religious learning can improve learning outcomes for around 42% of students whose learning outcomes are still between 45-62 to above 63. However, there are still 3.23% of students still score below 63 after adopting the Canva-assisted Modeling the Way learning strategy.

The N-Gain test aims to determine if there is an increase before being given Canva-assisted Modeling the Way strategy. The N-Gain Score test calculated the difference by looking at the scores of the pretest and posttest groups. Based on the picture above, it can be concluded that the tendency of learning outcomes increases significantly when the model is used. The majority of students get high scores and only a small number of students get scores below 64. These results also confirm that the model is effective in improving student learning outcomes in Islamic religious subject. The results of the N-Gain test for cognitive learning outcomes are presented in table 3.

Table 3. N-Gain Test Result for Cognitive Learning Outcomes

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain_Score	31	0,13	1,00	0,4284	0,19211
N-Gain_ persentage	31	12,50	100,00	42,8400	19,21087

From Table 3, the N-Gain score for cognitive learning outcomes is 0.42 in the medium category. The t-test determines the effect of the Canva-assisted Modeling the Way strategy variable on cognitive learning outcomes. Table 3 above illustrates that the average student learning outcomes are better as indicated by the N-Gain score greater than 0 (0.4284). The results of the pretest and posttest t-test calculations are in Table 4.

Table 4. T-test Result

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning Outcomes	5,380	30	0,000	9,032	5,60	12,46

From the t-test calculation analysis results, tcount = 5.380 with db = 31-1 with a significant level of 5%. The calculation results show tcount = 5.380 > ttable = 2.042, so tcount > ttable. It can be concluded that the Canva-assisted Modeling the Way strategy have a significant effect on cognitive Islamic education learning outcomes (t= 5,380; Sig. 0,000). There is a significant difference in the average student learning outcomes before and after the implementation of the Canva-assisted Modeling the Way strategy is used at 9.032.

Discussion

Based on the results of the data analysis presented in the previous paragraph, it proves that The Canva-assisted Modeling the Way strategy can be used as one of the strategies adopted by teachers to improve student learning outcomes in religious subjects. In addition, this strategy can also be used to improve students' presentation and communication skills. Indirectly, students will be guided by the teacher to become human beings who can appreciate differences. Furthermore, the adoption of this strategy can encourage teachers to be more active, creative and innovative in order to continuously improve the quality of teaching and learning processes and student learning outcomes.

A teacher is expected to have skills in choosing the right method in presenting lessons. As for one of the learning models that can improve students' PAI learning outcomes is the application of modeling the way, with this model students are expected to be able to observe and feel or imitate the behavior that appears or is shown in these examples according to the level of development and student abilities. It is hoped that the application of the modeling the way learning model can improve student Islamic education learning outcomes. The Canva-assisted Modeling the Way learning strategy provides opportunities for students to practice specific skills learned in class through demonstrations (Zaini, 2010).

With the existence of learning media as a tool in the teaching and learning process, it makes the teacher apply learning by mastering new skills, creating something in the application of learning media. The current curriculum urges students to think creatively, skillfully, independently, and race on technology, by not relying on media in the form of books or teachers as the only learning media used at the educational level. One of the many existing applications in the world of technology is Canva. Canva is an online design program that provides various tools such as presentations, resumes, posters, flyers, brochures, charts, infographics, banners, bookmarks, bulletins, and so on that are provided in the Canva application. The types of presentations available on Canva include creative presentations, education, business, advertising, technology, and so on.

The implementation of the Modeling the Way strategy is carried out in two meetings. At the first and second meetings in the posttest class, students carry out ablution and tayammum activities directly by implementing Modeling the Way. In Modeling the Way learning, students enthusiastically demonstrate wudu and tayammum activities.

Students are very active in acquiring knowledge and psychomotor abilities. Modeling the Way learning requires students to have skills and practice what they learn in front of the class (Nurhayati, 2020). The Kibernetic Theory supports the theory of learning with movement skills. Kibernetic theory is developed based on information processing theory which explains the occurrence of movements that contribute to humans, such as cognitive, affective, emotional, and motor (Kiram, 2019).

The adoption of this model requires the teacher to be able to identify several general situations and students are required to use the skills just discussed, in general the teacher has done it perfectly according to the lesson plan previously prepared. Based on the researcher's analysis of the activities carried out by the teacher during the learning process by applying the modeling the way strategy in particular identifying several general situations that have gone well according to what was stated in the lesson plan prepared previously.

The Canva-assisted Modeling the Way strategy in Islamic education learning makes students better understand learning material, and students can understand and practice the procedures for purifying small hadas. Canva media displays presentations with a variety of available images and animations. Canva media learning with presentation designs is more interesting if it contains interesting animations (Mudinillah & Rizaldi, 2021). The advantage of Canva media in presenting presentations is that it displays various menus with interactive material to attract students' attention (Sukmawati et al., 2021). Canva media in the learning process can also improve student achievement (Riono & Fauzi, 2022).

A teacher is expected to have skills in choosing the right method in presenting lessons. As for one of the learning models that can improve students' learning outcomes is the application of modeling the way, with this model students are expected to be able to observe and feel or imitate the behavior that appears or is shown in these examples according to the level of development and student abilities. It is hoped that the application of the modeling the way learning model can improve student Islamic education learning outcomes. Modeling the way is a learning model that provides opportunities for students to practice specific skills learned in class through demonstrations (Zaini, 2010).

The Modeling the Way strategy with practical activities makes students more active and directly involved in demonstrating to improve student learning outcomes. It also trains students to sharpen their creativity and play an active role in learning (Uchrina & Kosmajadi, 2020). Learning with movement can focus students' learning because of practical activities (Riananda et al., 2019). With the Modeling the Way strategy, Islamic education learning improves learning outcomes, where students who were initially passive become active in learning (Anegawati, 2017). Modeling the Way brings a significant influence, and this strategy can improve student learning outcomes (Yuniarti, 2022). Islamic education learning outcomes for 4th-grade students at SDN 2 Gulang can be increased by demonstrating learning activities where students can directly understand the movements they have learned.

This learning model provides illustrations and demonstrations for students to search, find, decide, and arrange paragraph answers individually and then discuss them with other friends in the class. The teacher as a facilitator whose job is to guide and direct students in the teaching and learning process. This learning method also provides freedom in using ideas, the right answers. It also functions to change conventional learning patterns in which the entire series of teaching and learning is centered on the teacher without giving opportunities to students so that sometimes students are shackled by rules and using strategies that are monotonous and boring. so that students become fearful children.

CONCLUSION

Based on the results of the data analysis presented in the previous paragraph, it proves that The Canva-assisted Modeling the Way strategy can be used as one of the strategies adopted by teachers to improve student learning outcomes in religious subjects. In addition, this strategy can also be used to improve students' presentation and communication skills. Indirectly, students will be guided by the teacher to become human beings who can appreciate differences. Furthermore, the adoption of this strategy can encourage teachers to be more active, creative and innovative in order to continuously improve the quality of teaching and learning processes and student learning outcomes.

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