



## The Influence of Canva Power Point-Based Learning Media on Student Learning Outcomes

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### Abstract

This research is motivated by the problem of low learning outcomes of seventh grade students in the subject of Aqidah Akhlak and many students who are less active in the learning process and learning methods that are still predominantly using conventional learning methods. This study aims to determine the effect of learning media based on PowerPoint Canva on student learning outcomes in the subject of Aqidah Akhlak for grade VII. This research is a quantitative study that uses an experimental method with a Quasi Experiment design in the form of a pretest posttest control group design. The population in this study were 285 seventh grade students of MTsN 3 Pasaman. While the research sample consisted of two groups, namely the experimental class with 32 students and the control class with 32 students selected using a purposive sampling technique. Data collection in this study used an objective multiple choice test. The results of the research stated that there was a significant influence of the use of learning media based on PowerPoint Canva on improving the learning outcomes of seventh grade students in the subject of Aqidah Akhlak. This can be seen from the experimental class where there was an increase in the average value of student learning outcomes of 68.91 to 98.13, while the control class which used the conventional approach experienced an increase from 68.91 to 94.06.

## INTRODUCTION

Education is a conscious effort made by teachers to students with the aim of developing students' potential, including personality, physical, and spiritual development (Komariah & Nihayah, 2023). In the educational process at school, learning is the most important activity. The success or failure of a learning process can be measured by student achievement, such as level of understanding, learning outcomes, and mastery of the material. The learning process cannot be separated from learning objectives (Rahmah & Lubis, 2024). Therefore, to achieve quality learning objectives, learning is needed that is interesting, easy for students to understand, and can make students active in the learning process.

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With the rapid advancement of technology, the world of education must keep pace to achieve better quality education. One way to ensure students understand the material being taught and to prevent monotony in the learning process is through learning media that teachers can utilize in line with current digital developments. One such technology-based learning tool is PowerPoint and Canva. Canva is an online design application that offers a wide selection of attractive design templates and many interesting features (Orisa et al., 2024).

Based on initial observations, some teachers still use outdated teaching methods, such as direct presentations and excessive assignments. This method can be used to deliver material quickly, but it doesn't encourage active student participation. The methods and tools used in the learning process are still limited, resulting in a less engaging and boring learning environment. Student learning outcomes are still not at the highest level, as evidenced by the large number of grades that fall short of the school's established completion standards. This method is useful for delivering learning materials, but it doesn't prioritize student participation in learning (Mulenga & Shilongo, 2025).

This low student learning outcome is not solely related to internal factors but can also be influenced by suboptimal learning strategies and media utilization in the classroom. Learning processes that are still dominated by conventional methods or solely driven by the teacher tend to make students passive and less engaged cognitively and affectively. Consequently, students' understanding of the subject matter remains insufficient, which will impact low student learning outcomes. Therefore, learning innovations are needed to increase student engagement in the learning process (Safitri, 2025).

Using learning media can help teachers deliver material more clearly and in a structured manner. Difficult-to-understand concepts, such as the discussion of faith in angels and supernatural beings in the *Aqidah Akhlak* (Islamic Creed) lesson, are more easily understood when accompanied by supporting illustrations, animations, or images. This way, students don't just visualize something abstractly but also gain a clearer, more concrete picture that aligns with their thinking abilities (Nicol, 2021).

Canva PowerPoint also offers a variety of design features that can be combined with videos, photos, and other designs according to user preferences. Therefore, one use of technology in education is to find learning materials that can be easily searched online. Advances in technology and information have transformed the way people learn. Technological advancements play a significant role in educating the nation, so technology must be utilized to its fullest potential to achieve better educational goals. Therefore, interactive learning platforms can increase student motivation to engage in classroom learning (Ateş & Koroğlu, 2024).

## METHODS

This study uses a quantitative approach with an experimental method to determine the cause and effect relationship between the variables studied. A quantitative approach is a type of research that is carried out systematically and planned from the outset. This research focuses on testing theories through measuring variables using numerical data, which are then analyzed using statistical techniques. Therefore, the data used in a quantitative approach is numerical data that can be calculated and processed statistically. The experimental method is a research method used to determine the effect of a treatment on other variables under controlled conditions. The design used in this study is a quasi-experimental design (Maciejewski, 2020). This method aims to test the effect of one variable on another or to examine causal relationships. This method is also used for research on specific populations and samples, collecting data using research instruments and analyzing data quantitatively/statistically, with the aim of testing a predetermined hypothesis.

The quasi-experimental design used is in the form of non-equivalent control group design which requires two groups, namely the control group and the experimental group. The sampling technique used in this study is non-probability sampling. The study used a purposive sampling technique, which is a data source sampling technique based on specific considerations. The sample size for this study was 64 students from classes VII.5 and VII.7, consisting of 32 students in the experimental class and 32 students in the control class.

Before the treatment was given, both groups were first given a pre-test. (*pretest*) This was done to determine students' initial abilities and ensure that the initial conditions of the two groups were relatively comparable. Next, the experimental class was taught using Canva-based PowerPoint media, while the control class continued to use conventional learning methods, such as lectures and Q&A. At the end of the lesson, both groups were given a final test. (*posttest*) The same method was used to measure learning outcomes after the treatment was given. By comparing the posttest results of the two groups, researchers were able to determine whether the use of the PowerPoint Canva learning media had an impact on improving student learning outcomes in the subject of Aqidah Akhlak, grade VII at MTs Negeri 3 Pasaman.

In this study, there are two types of variables: independent variables and dependent variables. An independent variable is a variable that influences or causes changes in another variable. Meanwhile, a dependent variable is a variable that is influenced or experiences changes as a result of the independent variable. In this study, the independent variable (X) is the Canva-based PowerPoint learning media, while the dependent variable (Y) is student learning outcomes in the subject of Aqidah Akhlak.

The population in this study included all seventh-grade students at MTs Negeri 3 Pasaman for the 2025/2026 academic year, with a total of 285 students. By using a sample, researchers can obtain relevant data without having to examine the entire population. In this study, the sampling technique used was non-probability sampling, with a purposive sampling type. This technique is carried out by selecting samples based on certain considerations that are appropriate to the research needs.

The researchers considered selecting classes with a large number of students with incomplete grades and ensuring that the number of students in each class was relatively equal. Based on these considerations, class VII.5 was designated as the experimental class and class VII.7 as the control class. Both classes had 32 students each.

The research instrument is a tool used to collect data from the sample being studied. In this study, the instrument used was a student learning outcome test in the subject of Aqidah Akhlak for grade VII of MTs Negeri 3 Pasaman. The test format used was multiple choice with 20 questions. The test was given to the experimental class and the control class in two stages: an initial test (*pretest*) before the treatment and a final test (*posttest*) after the treatment. Before the test instrument was used in the study, it was first tested. Next, the results of the trial were then tested for instrument validity and reliability. Validity testing aims to determine the level of reliability and validity of a measuring instrument. Meanwhile, reliability testing aims to determine the level of stability of an instrument.

In the validity test, each trial question is concluded based on the value *Corrected Item-Total Correlation*. If the calculated  $r >$  table  $r$  then the question item is declared valid. Of the 20 questions tested on grade VIII students outside the sample used in this study, all questions were said to be valid and can be used for research. Meanwhile, the results of the calculation of the reliability test of the method *Cronbach's Alpha* ( $\alpha$  count) can be seen in the column *Cronbach's Alpha*, which is 0.847 with  $N$  of *Items* shows that the number of *items* or the number of questions entered on *variable*

views 20. So,  $r_{11} = \text{Cronbach's Alpha} > r_{\text{table}} = 0.847 > 0.6$ . Based on the value, the instrument is declared reliable because it shows good internal consistency and is in the high category.

There are two types of data analysis techniques used in this study, namely descriptive statistical analysis and inferential statistics. Descriptive statistical analysis consists of the average (mean), middle value (*median*), frequently occurring values (*modus*), maximum and minimum values, and standard deviations are used to obtain an overview of the variables being studied. Meanwhile, inferential statistical analysis is used to test the research hypothesis. The analysis technique used is a two-way Analysis of Variance (ANOVA) technique, which must first meet the requirements of parametric statistical techniques, namely normality and homogeneity tests.

## RESULT AND DISCUSSION

The results of this study are compiled and described based on data obtained by the researcher during field observations. They are based on the results of a trial of the instrument to measure validity conducted on 32 students.

A pilot test of the instrument was conducted to determine the validity of the test items before use in the research. This pilot test was conducted on 32 students in grade VII.2. This step aimed to ensure that the instrument was truly capable of measuring the aspects being studied. To ensure more accurate data processing and minimize calculation errors, the researchers utilized SPSS version 26.0.

The results of a reliability test are an index or value that indicates the extent to which a measuring instrument (questionnaire) is consistent, stable, and can be trusted to produce the same data even when measurements are taken repeatedly. Reliability measures the reliability of an instrument, with a value *Cronbach's Alpha*  $> 0.6$  or  $> 0.7$  is generally considered reliable.

The reliability test results of the instrument used were the Cronbach's Alpha formula. The results of the trial of the Aqidah Akhlak learning outcome test instrument consisted of 20 questions on 32 respondents. The higher the score, the more reliable it is. The obtained  $r_{11}=0.847$  is a level of instrument reliability that is included in the very high category so that it can be used to collect learning outcome data on the subject of Aqidah Akhlak.

### Hypothesis Testing:

This hypothesis test was conducted using SPSS version 26.0, resulting in a two-tailed sig value of 0.001, which is  $< 0.05$ . This means that the use of the Canva PowerPoint learning media in the experimental class was more effective in improving student learning outcomes.

### Normality Test

A normality test was conducted to determine whether the data used in the t-test analysis was normally distributed or not. Data can be said to be normally distributed if the significance value is greater than 0.05. Conversely, if the significance value is less than 0.05, then the data is declared not normally distributed. Based on the results of the normality test conducted using the SPSS program version 26.0 Based on the results of the normality test on the posttest data of student learning outcomes, a significance value was obtained for the experimental class of 0.278. This experimental class is a group that learned using Canva-based PowerPoint media on the material of Faith in the Angels of Allah SWT. Meanwhile, in the control class that followed learning with a conventional approach, a significance value was obtained of 0.181. Because both significance values are greater than 0.05, it can be concluded that the learning outcome data from both groups are normally distributed. Thus, the data meets one of the requirements for further statistical tests.

### Homogeneity Test

The homogeneity test was conducted to determine whether the two sample groups have the same variance or not (Amirrudin et al., 2021). This test is important to ensure that the differences in learning outcomes that arise are not caused by differences in data variance characteristics, but are truly due to the treatment given. In this study, the homogeneity test was conducted by comparing the variance between the experimental class and the control class using the SPSS version 26.0 program (Beigzadeh et al., 2024). Based on the calculation results obtained, it can be seen whether the two groups have homogeneous (the same) variance or not (Lestari et al., 2021). If the resulting significance value is greater than 0.05, then the two groups are declared homogeneous, so that the analysis can proceed to the hypothesis testing stage. Based on the results of the homogeneity test of student learning outcome data (posttest) of the experimental class group and the control class on the subject of Aqidah Akhlak with the material of Faith in the Angels of Allah SWT using Canva power point-based learning media, the results obtained a significance value of 0.454. meaning greater than 0.05.

### Student Learning Outcomes Without Using PowerPoint-Based Learning Media (Canva)

Student learning outcomes in the subject of Aqidah Akhlak, material on faith in the angels of Allah SWT with the average initial student data (*pretest*) In the control class, the score was 68.91, indicating the students' initial abilities before treatment. Twelve students still had not reached the minimum completion criteria. This initial data was used as a basis for comparison after the learning process took place during the study. Before the researchers conducted the learning outcome test in the experimental and control classes, the questions were first tested for validity and reliability using the SPSS application. After the questions were tested, they were categorized as very good and suitable for use in the study (AlAfnan et al., 2023).

Meanwhile, after researchers used conventional learning methods in the control class, there was an increase in the average student learning outcomes score of 94.06. In general, most students have reached the completion category. This indicates that the lecture method still contributes to student understanding. However, this increase needs to be compared with the experimental class. The difference in scores in the control class experienced an increase of 25.25, from an initial average student score of 68.91, then increased to 94.06. Although there was an increase in student learning outcomes, the learning pattern was still dominated by one-way communication. Students listened more than actively participated during the learning process (Paramole et al., 2024).

It can be concluded that the learning process in the control class using conventional learning methods improved from the initial pretest score to the final posttest score in this study. However, student engagement in the learning process and student motivation need to be improved (Raza et al., 2020).

The control class in this study was class VII.7, with 32 students. This section presents data on student learning outcomes before and after the study in the subject of Aqidah Akhlak. In the control class, learning was carried out using conventional methods without special treatment and lasted for two meetings (He et al., 2021). Data on pre-treatment scores were obtained from the Aqidah Akhlak subject teacher of class VII.7.

The average learning outcome for grade VII.7 students in the subject of Aqidah Akhlak was 68.90. This score indicates that the average student achievement is still below the minimum completion criteria that have been set. Of the total

students, 12 students, or 37.5%, have not achieved completion, while 20 students, or 62.5%, have been declared complete.

After two sessions of learning using conventional methods in class VII.7 of MTsN 3 Pasaman, the average student score increased to 94.06. This indicates that despite using conventional learning methods, there was still an increase in learning outcomes after the learning process took place.

### **Student Learning Outcomes Using PowerPoint-Based Learning Media Canva**

Learning outcomes are something that indicates the extent to which students are able to understand the subject matter (Wahdi et al., 2024). Learning outcomes can be measured through exams, so they can be used to determine how effective the learning process is and to assess the extent of student and teacher success in teaching and learning. In this study, the learning process using PowerPoint Canva media was implemented in the experimental class (VII.5) as a comparison for the control class. The selection of class VII.5 as the experimental class in this study was carried out using a purposive sampling technique, namely sampling with certain considerations. Before the sample was determined, the researcher first reviewed student grade data and discussed it with the Aqidah Akhlak subject teacher. Based on the initial data, student grades (pretest) in class VII.5 consisted of 17 students who passed and 15 students who did not pass out of a total of 32 students.

In this case, it shows that the initial ability of the experimental class has not reached a uniform level of mastery (Setiawaty et al., 2024). Based on student learning outcomes in the subject of Aqidah Akhlak, material on faith in the angels of Allah SWT, with an average of 68.91 initial data for students in the experimental class, this value indicates the initial ability of students before being given treatment. A total of 15 students still have not reached the minimum mastery criteria that have been set. This data is the initial data for the experimental group before the use of PowerPoint Canva-based learning media.

After the researchers conducted the learning process using PowerPoint Canva-based learning media in the experimental class, there was an increase in the average student learning score of 98.13. The increase in the average student learning outcomes was considered high and almost all students reached the completion category. The difference in scores in the experimental class experienced an increase of 29.22, from an initial average student score of 68.91, then increased to 98.13. The increase in scores that occurred in the experimental class was greater than the control class. Therefore, the learning process using PowerPoint Canva media made a significant contribution.

The experimental class in this study was class VII.5, with 32 students. This section presents data on student learning outcomes before and after treatment in the Aqidah Akhlak (Islamic Creed) lesson. In this class, the researcher implemented a PowerPoint-based learning media (Canva) for two meetings as a form of special treatment. Pre-treatment grade data was obtained from the Aqidah Akhlak (Islamic Creed) teacher of class VII.5.

The average learning outcome for grade VII.5 students in the subject of Aqidah Akhlak (Faith and Morals) was 68.90. This score still does not meet the minimum completion criteria set by the school. Further analysis revealed that 15 students, or approximately 46.87%, had not achieved completion, while 17 students, or 53.12%, had achieved completion. This indicates that students' initial ability to understand the material still needs to be improved.

After two sessions of learning using Canva-based PowerPoint, a significant improvement was observed. The average student score rose to 98.13. This improvement indicates that the use of more engaging and interactive learning media can help students understand the material more optimally. During the learning

process, students appeared more enthusiastic, actively asked questions, and found it easier to follow explanations because the material was presented visually and clearly.

The increase in average grades indicates that the use of Canva-based PowerPoint has had a positive impact on student learning outcomes. This change is reflected not only in the improved grades but also in students' understanding of the material on faith in God's angels, which previously felt quite abstract. With the support of visual displays and a more systematic presentation of the material, students more easily grasped the important concepts being learned (Rafiq et al., 2023).

### **The Influence of Canva Power Point Learning Media on Student Learning Outcomes**

The results of the average student scores after being given treatment and conducting multiple choice questions as a form of *posttest*, then the results of the experimental class student scores were 98.13 and the average score of the control class was 94.06, so it can be concluded that there is a difference between the two groups. Based on the results of statistical tests using the SPSS version 26.0 program, a sig value (2 tailed) of 0.001 was obtained, which is  $<0.05$ . This means that the use of the method in the experimental class using the Canva PowerPoint learning media is more effective in improving student learning outcomes compared to the control class which only uses conventional learning methods. The use of Canva PowerPoint-based learning media greatly influences student learning outcomes, because this technology-based learning media will make students more enthusiastic about learning and increase student active participation in the learning process. This can be seen from the increase in student learning outcomes in the experimental class which is higher than the value in the control class (Huan et al., 2021).

In the control class (VII.7), consisting of 32 students, learning activities were carried out using conventional methods, such as lectures and Q&A sessions, without the use of Canva-based learning media. In contrast, the experimental class (VII.5), also consisting of 32 students, received a different treatment, namely learning using Canva-based PowerPoint media throughout the learning process.

Based on the results obtained, there were differences in learning outcomes between the two classes. Student scores in the experimental class showed a higher improvement compared to the control class. This can be seen from the average final grades of each class after the learning process was completed. Students who learned using Canva-based PowerPoint tended to achieve better results, while the improvement in the class using conventional methods was not as significant as in the experimental class (Zainal Abidin et al., 2025).

The comparison shows that the use of more varied and technology-based learning media can provide a stronger positive impact on student learning outcomes. This finding indicates that teacher creativity in selecting and using learning media has an important role in increasing the effectiveness of learning, especially in the subject of Aqidah Akhlak in class VII MTsN 3 Pasaman. The average score of students in the experimental class using PowerPoint Canva learning media showed higher results compared to the average score of students in the control class who followed learning with conventional methods. This indicates a difference in learning outcomes between the two classes.

### **CONCLUSION**

Based on the research results, it can be concluded that in the experimental class, there was an increase in the average student learning outcomes score, which was initially 68.91, then increased to 98.13 after using Canva PowerPoint-based learning media in the learning process. Meanwhile, in the control class, which used

conventional learning methods, there was an increase in the average student scores, which was initially 68.91, increasing to 94.06.

In this case, there was a higher average increase in learning outcomes in the experimental class compared to the control class, which only used conventional learning methods. Thus, there is a significant influence of the use of Canva PowerPoint-based learning media on improving student learning outcomes in the Aqidah Alhikmah subject for grade VII.

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