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Digital Animation and Procedural Learning in Islamic Religious Education: Understanding Ablution Practices among Elementary Students

Animasi Digital dan Pembelajaran Prosedural dalam Pendidikan Agama Islam: Pemahaman Praktik Wudu pada Siswa Sekolah Dasar

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Abstract

Learning ablution procedures for elementary school students requires media that is able to present material in a concrete, interesting, and easy-to-understand manner. This study aims to describe the implementation of Canva-based 2D animation videos to improve the understanding of ablution procedures for grade II students of SD Negeri 02 Majalangu. The research uses a qualitative approach with a descriptive type. The research subjects consisted of one Islamic Religious Education teacher and 25 grade II students. Data was collected through observation, interviews, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results showed that the use of Canva-based 2D animation videos increased students' attention, enthusiasm, and understanding of the ablution procedure. Students are easier to understand the sequence and are able to practice ablution better. Thus, Canva-based 2D animation videos are effectively used as a learning medium for Islamic Religious Education on ablution procedure materials.

Keywords: Digital Animation; Ablution Learning; Islamic Religious Education; Elementary Students; Qualitative Study

Abstrak

Pembelajaran tata cara wudhu pada siswa sekolah dasar memerlukan media yang mampu menyajikan materi secara konkret, menarik, dan mudah dipahami. Penelitian ini bertujuan mendeskripsikan implementasi video animasi 2D berbasis Canva untuk meningkatkan pemahaman tata cara wudhu siswa kelas II SD Negeri 02 Majalangu. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian terdiri atas satu guru Pendidikan Agama Islam dan 25 siswa kelas II. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan video animasi 2D berbasis Canva meningkatkan perhatian, antusiasme, dan pemahaman siswa terhadap tata cara wudhu. Siswa lebih mudah memahami urutan serta mampu mempraktikkan wudhu dengan lebih baik. Dengan demikian, video animasi 2D berbasis Canva efektif digunakan sebagai media pembelajaran Pendidikan Agama Islam pada materi tata cara wudhu.

Kata Kunci: Animasi Digital; Pembelajaran Wudu; Pendidikan Agama Islam; Siswa Sekolah Dasar; Studi Kualitatif



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INTRODUCTION

The development of information and communication technology has brought significant changes in various aspects of life, including in the field of education. The use of digital technology in the learning process is a form of innovation that is able to increase the effectiveness of material delivery, expand access to learning, and create a more interesting learning experience for students. The presence of various technology-based learning media provides an opportunity for teachers to develop learning in accordance with the characteristics of 21st century students who are familiar with digital devices and visual media¹. In the context of Islamic Religious Education (PAI), the use of technology is important because learning is not only oriented to the mastery of knowledge, but also to the formation of worship skills that must be understood and practiced correctly. One of the basic materials that students need to master from an early age and during elementary school is the ablution procedure as a valid condition for prayer. Ablution is a valid requirement for prayer that has an important position in the life of a Muslim, so a good understanding of the procedures for its implementation needs to be instilled from the elementary school level.²

However, the results of initial observations at SD Negeri 02 Majalangu show that some grade II students still have difficulty understanding the sequence and practice of ablution correctly because the learning carried out is still dominated by simple lecture and demonstration methods. The characteristics of elementary school students who are in the concrete operational stage require the use of learning media that is able to present material visually and clearly so that it is easy to understand. A number of studies show that audiovisual media has an important role in improving the quality of learning. One of the media that can be used to support the learning of ablution procedures is animated videos. The use of animated videos has been proven to be able to increase students' attention, motivation, and understanding because it combines elements of images, sounds, text, and movements that can clarify the learning material³. In procedural materials, such as ablution procedures, animated videos allow students to observe each stage systematically so as to support the process of understanding and better practice.

The development of digital technology also presents various platforms that make it easier for teachers to develop learning media, one of which is Canva. Canva provides a wide range of features that allow for the practical creation of visual media and animated videos. With various features available, Canva is one of the alternatives that teachers can use to create learning media that is creative and according to the needs of students. Previous research by Hajizah, et al. suggests that the use of interactive learning videos such as interactive learning video visualizations created through the Canva application can significantly improve students' conceptual understanding and ablution practice skills.⁴ According to Hapsari and Zulherman,

1 Azhar Arsyad, "Media Pembelajaran (Edisi Revisi). Jakarta: Rajawali Pers" (ISBN 978-623-231-261-3. <https://opac.perpusnas.go.id/DetailOpac.aspx>, 2019).

2 Nurfadila Rusli et al., "Implementasi Taharah Yang Meliputi Wudhu, Tayammum, Mandi Wajib, Dan Tata Cara Shalat Pada Siswa SDN 1 Sambujang," *Samakta: Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (2024): 45–52. <https://doi.org/10.61142/samakta.v1i2.60>

3 Fatimatus Zahroh, Astri Apriyani, and Yusi Afrilia, "Analisis Manfaat Media Audio Visual Animasi Sebagai Bahan Pembelajaran Efektif Untuk Anak Sekolah Dasar," *Jurnal Ilmiah Penelitian Mahasiswa* 3, no. 1 (2025): 633–44. <https://doi.org/10.61722/jipm.v3i1.695>

4 Hajizah Hajizah et al., "Penggunaan Video Interaktif Dalam Meningkatkan Psikomotorik Siswa Pada Materi Wudhu Di Sd Islam Nu Palangkaraya," *Tajdid: Jurnal Pemikiran Keislaman Dan Kemanusiaan* 9, no. 1 (2025): 320–36. <https://doi.org/10.52266/tajdid.v9i1.4272>

Canva-based animation videos can increase students' motivation and learning comprehension.⁵ Similar findings were also reported by Nanang and Iffah who stated that based on the results of the research, the implementation of Canva-based Audio Visual learning media at SD Negeri 01 Karanganyar has been implemented well even though only a few teachers use the Canva application. The students' response to the use of the Canva application in the learning process was very interesting and enthusiastic.⁶ Then research according to rainbow shows that Canva can be used as an effective learning medium because it is able to produce attractive visual displays and increase student involvement in the learning process.⁷

The research by Nurhayati, Muhammad Kadir, and Andi Ahmad Hafidz shows that this learning media is able to increase students' understanding of ablution procedures. Positive responses were also obtained from teachers as teachers and students regarding the ease of use, design creativity, and visual appeal of this learning media. Thus, Canva-based interactive learning media for ablution procedural materials can be used as an effective alternative in the religious learning process in schools or other educational institutions⁸. In addition, research by Darnayanti shows that the effectiveness of Canva's audiovisual media in PAI learning is proven to be able to increase students' interest in learning. This can be seen from the increase in enthusiasm, active involvement, students' focus during learning, and the increase in learning outcomes. Canva encourages teachers' creativity in delivering materials and providing a more engaging learning experience for students.⁹ Asyrina and Muharmi presented their research at MTsN 7 North Aceh, that the use of animated video media designed through the Canva application has made a significant contribution to increasing the learning interest of students, especially in Fiqh subjects on the topic of Qurban and Aqiqah.¹⁰ And similarly, research by Hasmiati shows that the use of the Canva application as a learning medium has a positive impact on improving the learning outcomes of Islamic Religious Education. This media helps present the material in a more interesting and easy-to-understand way for students.¹¹

Although various studies have proven the effectiveness of animated videos and Canva in learning, most studies still focus on media development, increased learning motivation, or general learning outcomes. Research that specifically examined the implementation of Canva-based 2D animation videos to improve understanding of ablution procedures in elementary school students is still relatively limited. In addition, studies on the use of Canva in PAI learning

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- 5 Gita Permata Puspita Hapsari and Zulherman Zulherman, "Pengembangan Media Video Animasi Berbasis Aplikasi Canva untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa," *Jurnal Basicedu* 5, no. 4 (2021): 2384–94, <https://doi.org/10.31004/basicedu.v5i4.1237>.
 - 6 Nanang Widi Atmoko and Iffah Mukhlisah, "Implementasi Media Pembelajaran Audiovisual Berbasis Canva Dalam Meningkatkan Minat Belajar Pendidikan Agama Islam Di SD Negeri 01 Karanganyar Tahun Ajaran 2022/2023," *At Turots: Jurnal Pendidikan Islam*, 2023, 727–36. <https://doi.org/10.51468/jpi.v5i1.332>
 - 7 Garris Pelangi and Uin Syarif, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Jenjang SMA/MA," *Jurnal Sasindo Unpam* 8, no. 2 (2020): 79–96.
 - 8 R Nurhayati, Muhammad Kadir, and Andi Ahmad Hafidz Mutaalli, "Implementasi Media Pembelajaran Interaktif (MPI) Berbasis Canva Untuk Meningkatkan Keaktifan Belajar Siswa Di SD Muhammadiyah Sinjai," *INKAMKU: Journal of Community Service* 5, no. 1 (2026): 20–27.
 - 9 Darnayanti Darnayanti, "Penggunaan Media Audiovisual (CANVA) Pada Pembelajaran Pendidikan Agama Islam Dalam Meningkatkan Minat Belajar Peserta Didik Kelas V SDN 6 Palu" (Universitas Islam Negeri Datokarama Palu, 2025).
 - 10 Asyrina, Muharmi. 2025. "Implementation of Animated Videos Based on the Canva Application to Increase Students' Interest in Learning Fiqh Subjects MTsN 7 Aceh North". *Journal of Contemporary Indonesian Islam* 4 (2):82-93. <https://doi.org/10.47766/jcii.v4i2.6479>.
 - 11 Hasmi Hasmiati, "Penerapan Media Pembelajaran Berbasis Aplikasi Canva Dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam Peserta Didik Kelas VII SMP Muhammadiyah 1 Bontang Tahun Pelajaran 2024-2025," *NABAWI: Jurnal Penelitian Pendidikan Islam* 3, no. 3 (2025): 390–403. Retrieved from <https://ejournal.stitsyambtg.ac.id/index.php/nabawi/article/view/187>

generally have not focused on worship practice materials, especially ablution procedures for low-grade students. This condition shows that there is a research gap that needs to be studied further to enrich the study of the use of digital technology in Islamic Religious Education learning.

Based on this description, this study aims to describe the implementation of Canva-based 2D animation videos in learning ablution procedures in grade II students of SD Negeri 02 Majalangu, describe students' understanding after the use of the media, and identify supporting and inhibiting factors in its implementation. This study assumes that the use of Canva-based 2D animation videos that present materials in a visual, engaging, and interactive manner can help improve students' understanding of ablution procedures and support more effective Islamic Religious Education learning in elementary schools.

Method

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this study aims to understand and describe in depth the implementation of Canva-based 2D animation videos in an effort to improve the understanding of ablution procedures for grade II students of SD Negeri 02 Majalangu. Qualitative research allows researchers to obtain a comprehensive picture of the learning process, student responses, and factors that affect the application of learning media in a natural context¹². Qualitative research is an investigative method to understand social, cultural, or behavioral phenomena in depth through the exploration of participants' meanings and experiences, rather than based on numerical data. In education, qualitative research can help in revealing social facts related to the teaching and learning process, teacher-student interaction, and the influence of the environment on learning outcomes.¹³ The research was carried out on June 4, 2026 at SD Negeri 02 Majalangu. The research subjects consisted of one Islamic Religious Education teacher, namely Mrs. Zubaedah, S.Pd., and 25 grade II students of SD Negeri 02 Majalangu. The selection of research subjects was carried out purposively by considering direct involvement in the learning process of ablution procedures using Canva-based 2D animation videos. According to Sugiyono, purposive sampling is a technique for determining data sources with certain considerations that are in accordance with the purpose of the research.¹⁴

The data collection techniques used in this study include observation, interviews, and documentation. Observations were made during the learning process to obtain data on the implementation of Canva-based 2D animation videos and student responses during learning. Interviews were conducted in a semi-structured manner with Islamic Religious Education teachers and several students to obtain more in-depth information about their experiences, understandings, and views on the use of the learning media. The documentation method is a data collection technique by studying the data that has been documented.¹⁵ Documentation is used to complete research data in the form of learning tools, student attendance lists, and records of learning activities relevant to the research. The main instrument in this study is the researcher himself (*human instrument*) which plays a role in collecting, analyzing, and interpreting research data. To support the data collection process, the researcher used observation

12 John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

13 S H Budi Juliardi, "Pendekatan Kualitatif dalam Penelitian Pendidikan," *Metodologi Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D)*, 2026, 34.

14 Sugiyono Sugiyono, "Metode Penelitian Kualitatif. Bandung: Alfabeta," *Google Scholar Alfabeta*, 2013.

15 Ahmad Saádi, "Pengumpulan Data Yang Efisien Pada Penelitian Tindakan Kelas: Teknik, Alat, Dan Tantangan," *Al-Amin: Jurnal Ilmu Pendidikan Dan Sosial Humaniora* 2, no. 2 (2025): 90–108. <https://doi.org/10.53398/alaman.v2i2.377>

guidelines, interview guidelines, and documentation sheets that were compiled based on the focus of the research. The presence of researchers in the field directly at the research site can affect or allow the acquisition of more in-depth data and in accordance with the actual conditions¹⁶

The data analysis in this study uses the Miles and Huberman *Interactive Model* Analysis technique. Miles and Huberman provide an overview that analysis consists of three streams of activity, namely data reduction, data presentation, and conclusion or verification.¹⁷ Data reduction is carried out by selecting, focusing, and simplifying the data obtained from observations, interviews, and documentation. Furthermore, the data is presented in the form of a descriptive description to make it easier for researchers to understand the research findings. The last stage is the drawing of conclusions and verification that is carried out continuously during the research process to obtain valid and accountable results. The validity of the data in this study was tested using source triangulation and triangulation techniques. Source triangulation is carried out by comparing information obtained from teachers and students, while technical triangulation is carried out by comparing observation, interview, and documentation data. The use of triangulation, which is a methodological procedure, aims to increase the credibility of data and dependability in qualitative research,¹⁸ so that the research results can be trusted and have high validity.

RESULTS AND DISCUSSION

Research Results at SD Negeri 02 Majalangu

This research was carried out on June 4, 2026 at SD Negeri 02 Majalangu, Watukumpul District, Pemalang Regency. The research subjects consisted of 25 grade II students and one Islamic Religious Education teacher, namely Mrs. Zubaedah, S.Pd. The research was conducted to describe the implementation of Canva-based 2D animation videos in an effort to improve students' understanding of ablution procedures. Based on observations during the learning process, the use of Canva-based 2D animation videos provides a more interesting learning atmosphere than usual learning. When the video is shown, students are seen paying attention to the material enthusiastically and showing interest in the animated display presented.

Media that combines elements of images, text, sound, and movement makes students more focused on learning. This is in line with the opinion of wati in hery setiawan who explained that one of the many types of media that is interesting and has advantages over other types is audio visual media.¹⁹ Audio-visual media can combine elements of images and sounds will make students more interested in the learning and teaching process. Most of the students were able to answer the questions given by the teacher about the order of ablution procedures after watching the learning video. The learning process begins with an appreciation of the importance of maintaining purity before performing prayers. The teacher then showed a Canva-based 2D animation video containing an explanation of the meaning of ablution, the intention of ablution, the pillars of ablution, and the correct procedures for performing ablution according to the guidance of Islamic law. After the video is played, the teacher gives additional explanations and

16 Dimas Ario Sumilih et al., *Metode Penelitian Kualitatif* (PT. Star Digital Publishing, Yogyakarta-Indonesia, 2025).

17 Ikhwan Akbar Endarto and Martadi Martadi, "Analisis Potensi Implementasi Metaverse Pada Media Edukasi Interaktif," *Barik* 4, no. 1 (2022): 37–51. <https://doi.org/10.26740/jdkv.v4i1.48250>

18 Rahman Malik et al., "Triangulasi dan Analisis Domain; Meningkatkan Kredibilitas dan Kedalaman Penelitian Kualitatif," *KAMBOTI: Jurnal Sosial dan Humaniora* 6, no. 1 (2025): 33–41. <https://doi.org/10.51135/kambotivol6issue1page33-41>

19 Hery Setiawan, "The Utilization of Audio Visual Media and Image Media in Grade V Students," *Journal of Paedagogia Initiative* 3, no. 2 (2020).

conducts questions and answers with students about the material that has been presented. Furthermore, students are asked to practice ablution procedures directly with the guidance of teachers.

The results of interviews with Islamic Religious Education teachers show that the use of Canva-based animation videos has a positive impact on the learning process. According to Mrs. Zubaedah, S.Pd., students look more active and easier to understand the material than when learning only uses the lecture method. The teacher also said that the animation video media helps explain the stages of ablution more systematically so that students can follow each step better.

The teacher said:

“Children are happier when they learn to use animated videos. They are more focused on paying attention to the material and understand the sequence of ablution faster than when it is only explained orally.”

The results of interviews with students also showed a positive response to the use of animated videos. Most students stated that they enjoyed learning to use videos because the images displayed were attractive and easy to understand. Students admitted that it was easier to remember the sequence of ablution procedures after seeing the example of movements shown in the animated video. This is in line with the opinion of Siti Rokayah in her research which stated that some students who were previously less active began to show positive development in remembering and practicing Wudhu. This shows the importance of media variety in learning, especially in worship materials that demand understanding as well as skills.²⁰

One of the students stated:

“I knew the correct sequence of ablution because I could see the movements directly in the video.”

Based on the results of observation of the practice of ablution after the learning took place, most of the students were able to mention the sequence of ablution procedures correctly and demonstrate the ablution movements according to the stages that had been learned. Of the 25 students who participated in the learning, almost all students were able to practice ablution independently with minimal guidance from the teacher.

Table 1. Results of Observation of Student Activities During Learning

Observed Aspects	Observation Results
Students' attention to the material	Excellent
Student activeness in learning	Good
Students' enthusiasm when watching videos	Excellent
Ability to understand the sequence of ablutions	Good
The ability to practice ablution	Good
Response to learning media	Very Positive

Source: Author (2026)

The results showed that the use of Canva-based 2D animation videos made a positive contribution to students' understanding of ablution procedures. This media is able to help students understand procedural material through attractive and easy-to-understand visual presentations.

20 Siti Rokayah and Siti Nuriyah, “Peningkatan Pemahaman Tata Cara Wudhu Melalui Media Audio Visual Pada Siswa Kelas V MI Negeri 4 Serang,” *JURNAL Studi Tindakan Edukatif (JSTE)* 1, no. 1 (2025): 131–35.

Implementation of Canva-Based 2D Animated Videos in Learning Ablution Procedures

The results of the study also show that the implementation of Canva-based 2D animation videos can help the learning process of Islamic Religious Education, especially in ablution procedure materials. The use of this media makes learning more interesting because it combines visual, audio, and animation elements that suit the characteristics of elementary school students. According to Arsyad, learning media serves to clarify the delivery of messages so that it can increase the effectiveness of the learning process.²¹ Grade II elementary school students are in the concrete operational stage, which is the stage of development characterized by the ability to understand concepts through objects or events that can be observed directly.²²

Therefore, the use of animated videos is an appropriate medium because it is able to display the stages of ablution visually and systematically so that it is easier for students to understand. The findings of this study are in line with the research of Hapsari and Zulherman which shows that Canva-based animated videos are able to increase student engagement in the learning process.²³ Visually appealing media makes students more focused and active during learning activities. This condition is also seen in the second grade students of SD Negeri 02 Majalangu who show high attention and enthusiasm during learning.

Students' Understanding of the Rules of Conduct

Students' understanding of ablution procedures has improved after the use of Canva-based 2D animation videos. This can be seen from the ability of students to mention the order of ablution and demonstrate ablution movements correctly. The presentation of material through animation allows students to observe each step of the ablution implementation clearly so that it facilitates the process of understanding and remembering the material.

In multimedia learning theory, students tend to understand information more easily when the material is presented through a combination of visual and audio rather than through verbal explanations alone. An animated video is a collection of various objects that are specially arranged so that they move according to a predetermined flow at any given time.²⁴ Animated videos allow for a more effective learning process because students gain learning experience through two information channels at once, namely visual and auditory. Audiovisual media is able to increase students' understanding of Islamic Religious Education materials that require demonstration or practice. In the ablution procedure material, the visualization of the movements shown in the video helps students understand each stage more concretely. In line with the findings of the research results of Imam and Indri who stated that the use of audio-visual media in the form of learning videos on ablution practices, prayer procedures, and daily prayers can increase children's focus, enthusiasm, and involvement in the learning process. Children are easier to understand the sequence of movements and worship readings and are more confident in practicing them after acquiring visual and audio examples at the same time²⁵

21 Azhar Arsyad, "Learning Media (Revised Edition) 20th Edition," Jakarta: Rajawali Press, 2019.

22 Ahmad Susanto, *Theory of Learning and Learning in Elementary School* (Kencana, 2016).

23 Hapsari and Zulherman, "Development of Canva App-Based Animated Video Media to Improve Student Motivation and Learning Achievement." <https://doi.org/10.31004/basicedu.v5i4.1237>

24 Teguh Handoyo, Panatul Ashriyah, and Rahmat Kamal, "Development of Multimedia-Based Teaching Materials," *Harmoni Pendidikan : Journal of Education* 2, no. 1 (2025): 230–50. <https://doi.org/10.62383/hardik.v2i1.1064>

25 Imam Faizin and Indri Astuti, "Pemanfaatan Media Audio Visual Untuk Meningkatkan Pemahaman Praktik Ibadah Anak Usia Dini," *Rising Star: Journal of Early Childhood Education* 1, no. 1 (2026): 19–29. <https://ejournal.darulfaizin.or.id/index.php/risingstar/article/view/13>

Supporting Factors for Implementing Canva-Based 2D Animated Videos

Based on the results of the study, there are several factors that support the successful implementation of Canva-based 2D animation videos in learning ablution procedures. First, the media used has an attractive visual appearance so that it can increase students' attention during the learning process. The display of moving images, attractive colors, and clear sound make students more focused on the material being presented.

Second, teachers' ability to utilize learning technology is an important factor in the success of media implementation. Teachers are able to operate the media well and integrate the use of animated videos with question and answer methods and hands-on practice so that learning takes place more effectively. Third, the high curiosity and enthusiasm of students for the use of technology-based media also supports the success of learning. The characteristics of elementary school students who love pictures and animations make it easier for them to accept the material presented through videos.

Factors Hindering the Implementation of Canva-Based 2D Animated Videos

While it provides many benefits, the implementation of Canva-based 2D animated videos also faces some obstacles. One of the obstacles found is the limitation of technological facilities that can be used sustainably. The use of digital media requires supporting devices such as laptops, LCD projectors, and adequate power sources.

In addition, students' ability to receive information also varies. Some students require additional explanations from the teacher despite having watched the animated video. Therefore, the use of video media cannot completely replace the role of teachers in learning, but rather functions as a tool that supports the learning process. The results of the study show that Canva-based 2D animation videos are able to be an effective learning medium in improving the understanding of ablution procedures for grade II students of SD Negeri 02 Majalangu. The use of this medium not only increases students' attention and motivation to learn, but also helps students understand the material in a procedural nature through clear and engaging visualization.

These findings reinforce the view that the integration of technology in Islamic Religious Education learning can be a solution to improve the quality of learning. The use of Canva as a learning medium makes it easier for teachers to develop innovative learning that meets the needs of students in the digital era. Thus, the implementation of Canva-based 2D animation videos can be used as an effective alternative learning media to improve the understanding of ablution procedures in elementary school students.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of Canva-based 2D animation videos can support the learning process of Islamic Religious Education, especially in the material on ablution procedures in grade II of SD Negeri 02 Majalangu. The use of this media is able to create a more interesting, interactive, and fun learning atmosphere so that students show high enthusiasm while participating in learning activities. Attractive visual displays and systematic presentation of material help students more easily understand the correct order and procedure for performing ablution. The results of the study also showed that the use of Canva-based 2D animation videos contributed to increasing students' understanding of ablution procedures. This can be seen from the ability of students to mention the order of ablution, understand the pillars of ablution, and practice ablution procedures according to the guidance that has been learned. Animated video media helps students get a more concrete picture of each stage of ablution so that the learning process becomes more effective.

The success of this media implementation is supported by several factors, including the attractive appearance of media, teachers' ability to utilize learning technology, and high interest in animation-based media. However, there are several inhibiting factors that need to be considered, such as the limitations of technological facilities and differences in students' ability to understand the material. Therefore, the use of animated videos needs to be integrated with other learning methods, such as demonstrations and hands-on practice, so that learning objectives can be achieved optimally. Based on the findings of the research, Canva-based 2D animation videos can be used as an effective alternative learning media in learning Islamic Religious Education in elementary schools. The appropriate use of technology-based media is expected to improve the quality of learning, strengthen students' understanding of religious materials, and encourage the creation of more innovative learning in accordance with the development of educational technology. In addition, this research is expected to be a reference for teachers and researchers in developing more creative and effective digital learning media to support Islamic Religious Education learning.

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