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# The Conceptual Analysis of Integrating Interactive Digital Media in Islamic History Education: The Potential of Using Canva

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**Dian Annisa**

Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia  
[itsdianns.collage24@gmail.com](mailto:itsdianns.collage24@gmail.com)

**Azizatur Rosyidah**

Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia  
[Azizabintuismail16@gmail.com](mailto:Azizabintuismail16@gmail.com)

**Abdul Bashith**

Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia  
[Abbash98@pips.uin-malang.ac.id](mailto:Abbash98@pips.uin-malang.ac.id)

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## Abstract

<b>Keywords:</b> Interactive Digital Media, Canva, Islamic History Learning	This study aims to conceptually analyze the integration of interactive digital media in Islamic Cultural History (SKI) learning, focusing on the use of Canva as an innovative learning medium. The background of this study stems from the low interest and participation of students due to the dominance of conventional methods that are less interactive, as well as the lack of research on how digital media such as Canva can be effectively integrated into Islamic-based learning. Using a qualitative approach through conceptual literature review, this study analyzes various scientific sources from academic databases (Google Scholar, DOAJ, ScienceDirect) with inclusion criteria of pedagogical relevance and exclusion of non-educational technical publications, then analyzed thematically to identify conceptual patterns and pedagogical implications. The results show that Canva has great potential to improve the effectiveness of SKI learning through concept visualization, digital project collaboration, and spiritual value integration, while also developing 21st-century skills such as critical thinking and creativity. The implications are that teachers
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need to improve their digital literacy and innovative pedagogy, the curriculum needs to accommodate value-based interactive media, and policymakers need to strengthen infrastructure support and educational technology training. However, this study is limited to conceptual analysis without empirical data, so further studies are recommended to quantitatively and qualitatively test the effectiveness of using Canva on learning motivation, conceptual understanding, and internalization of Islamic values.

Abstrak	
<b>Kata Kunci:</b> Media Digital Interaktif, Canva, Pembelajaran Sejarah Islam	Penelitian ini bertujuan menganalisis secara konseptual integrasi media digital interaktif dalam pembelajaran Sejarah Kebudayaan Islam (SKI) dengan fokus pada pemanfaatan Canva sebagai media pembelajaran inovatif. Latar belakang kajian ini berangkat dari rendahnya minat dan partisipasi siswa akibat dominasi metode konvensional yang kurang interaktif, serta adanya kesenjangan penelitian mengenai bagaimana media digital seperti Canva dapat diintegrasikan secara efektif dalam pembelajaran berbasis nilai Islam. Menggunakan pendekatan kualitatif melalui telaah literatur konseptual, penelitian ini menganalisis berbagai sumber ilmiah dari database akademik (Google Scholar, DOAJ, ScienceDirect) dengan kriteria inklusi relevansi pedagogis dan eksklusi publikasi teknis non-edukatif, kemudian dianalisis secara tematik untuk mengidentifikasi pola konseptual dan implikasi pedagogis. Hasil menunjukkan bahwa Canva memiliki potensi besar dalam meningkatkan efektivitas pembelajaran SKI melalui visualisasi konsep, kolaborasi proyek digital, dan integrasi nilai spiritual, sekaligus mengembangkan keterampilan abad ke-21 seperti berpikir kritis dan kreativitas. Implikasinya, guru perlu meningkatkan literasi digital dan pedagogi inovatif, kurikulum perlu mengakomodasi media interaktif berbasis nilai, dan pembuat kebijakan perlu memperkuat dukungan infrastruktur serta pelatihan teknologi pendidikan. Namun, penelitian ini terbatas pada analisis konseptual tanpa data empiris, sehingga studi lanjutan disarankan untuk menguji secara kuantitatif dan kualitatif efektivitas penggunaan Canva terhadap motivasi belajar, pemahaman konseptual, dan internalisasi nilai-nilai keislaman.

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## **Introduction**

Islamic history education holds a strategic role in shaping students' understanding of the development of Islamic civilization, prominent figures, and historical events that form the foundation of Islam's growth across the world. Through the study of Islamic history, learners are expected not only to comprehend historical facts but also to internalize and emulate the spiritual, moral, and civilizational values embedded within them. Nevertheless, in instructional practice across various educational levels, several challenges continue to hinder the effectiveness of Islamic history learning. One of the main challenges lies in the dominance of conventional teaching methods—such as lectures and textbook-based assignments—which are typically one-directional. Consequently, students tend to become passive and insufficiently engaged in the learning process. In addition, the broad scope of Islamic historical content and its complex chronological sequence demand more interactive and contextual teaching strategies to foster students' interest and deepen their understanding of the subject matter (Nursolehah et al., 2024)

Within this context, the integration of interactive digital media emerges as an innovative alternative to bridge the gap between 21st-century learning demands and classroom practices. Digital media such as instructional videos, animations, visual simulations, and interactive quizzes can create engaging and meaningful learning environments. According to a study by the Computer Technology Research (CTR), individuals remember approximately 20% of what they see, 30% of what they hear, and up to 80% of what they see, hear, and do simultaneously (Kuppusamy & K, 2022). Thus, the use of interactive digital media enables more effective multisensory engagement that can significantly enhance students' comprehension of Islamic history.

One interactive digital platform with considerable potential is Canva, which offers a range of visual design features such as posters, videos, infographics, and presentations accessible online through various devices. Canva not only facilitates teachers in developing attractive learning materials but also

increases student participation through activities involving the visualization of historical concepts (Wulandari & Mudinillah, 2022). However, Canva is still often perceived merely as a graphic design tool rather than a conceptual learning medium capable of integrating Islamic values, historical content, and technology in a holistic manner.

Several previous studies have explored the use of interactive digital media within the context of Islamic education. Wulandari et al. (2025) found that video-based digital media and web applications can improve students' learning motivation in lessons about Islamic kingdoms in Indonesia. Nevertheless, that research did not thoroughly examine the conceptual framework for integrating digital media into Islamic history instruction. Likewise, a study by Aliyah (2024) on the use of Canva in history teaching primarily emphasized aesthetics and student creativity without directly connecting them to Islamic value-based pedagogy. Meanwhile, an international study titled "Efforts to Increase Students' Learning Motivation Through Audio-Visual Media" (2023) demonstrated that audiovisual media can enhance student motivation in Qur'anic learning. However, the study remained limited to the motivational aspect and did not address the integration of interactive digital media within Islamic history education.

Based on the literature review above, it is evident that prior research has largely focused on the effectiveness of digital media in improving student motivation and engagement, but has yet to examine the conceptual analysis of integrating interactive digital media into Islamic history instruction. This conceptual perspective is expected to provide new insights for designing technology-based learning that remains grounded in Islamic values. Furthermore, this study carries theoretical and practical implications for teachers, curriculum developers, and educational policymakers in optimizing the use of contextual and pedagogically valuable digital media.

Accordingly, the key research questions of this study are as follows:  
1.) What are the conceptual foundations and urgency of Islamic history education

from the perspective of modern Islamic education?. 2.) What roles do interactive digital media play in supporting the effectiveness of Islamic history instruction?. 3.) How can Canva, as an interactive digital platform, be effectively integrated into Islamic history education?.

Through this conceptual analysis, the study aims to develop a more comprehensive understanding of how the integration of interactive digital media—particularly Canva—can strengthen the effectiveness of Islamic history instruction and pave the way for future empirical research on its implementation across various levels of Islamic education.

## **Method**

This study employed a qualitative conceptual literature review method focusing on the analysis and synthesis of scholarly sources to build a theoretical understanding of the integration of interactive digital media in Islamic history education. The reviewed literature was collected from academic databases such as Google Scholar, Scopus, ScienceDirect, ERIC, and Garuda (Garba Rujukan Digital Indonesia), covering publications between 2018 and 2025. Search keywords included “Islamic history learning,” “interactive digital media,” “Canva,” “Genially,” “Nearpod,” and “Powtoon.” The inclusion criteria comprised peer-reviewed journal articles and conference proceedings relevant to Islamic and digital education, while non-academic or duplicate sources were excluded.

Data were analyzed through a qualitative thematic approach, in which the selected literature was coded and categorized into three main themes: (1) the concept of Islamic history learning, (2) the role of interactive digital media, and (3) the potential of Canva as a learning tool. The themes were then synthesized to identify conceptual patterns and research gaps. To ensure reliability and validity, the analysis was iteratively reviewed, compared with relevant theories, and validated through expert consultations and peer reviews.

## **Result and Discussion**

### **The Concept of Islamic History Education in Modern Perspective**

History holds a vital role in human life, serving as a means to understand the course of past events filled with wisdom and moral lessons. Etymologically, the term history originates from the Arabic word *syajarah* – meaning “tree” – which symbolizes interconnected roots, trunks, branches, and fruits, reflecting the continuity of human existence. In Arabic scholarly tradition, *tarikh* is also used, referring to the documentation of events and historical chronicles (Isnaini, 2024). In Western languages, the term appears as *history* (English), *histoire* (French), and *geschichte* (German), all denoting the scientific study of past events and the values they embody (Saman, 2024).

Within Islamic education, the study of Islamic History – known in Indonesia as *Sejarah Kebudayaan Islam* (SKI) – forms an integral part of Islamic Religious Education. SKI aims to introduce and internalize the development of Islamic civilization, its key figures, and the major events underpinning the spread and growth of Islam. Learners are expected not only to understand historical facts but also to emulate the spiritual, moral, and social virtues exemplified by earlier generations, both those who upheld and those who opposed Islamic teachings. Accordingly, SKI serves not merely as a medium of historical knowledge but also as a means of moral formation and the reinforcement of Islamic identity (Syurgawi & Yusuf, 2020).

Despite its importance, the teaching of Islamic history still faces significant challenges in many educational institutions. From a content perspective, issues arise concerning the accuracy, authenticity, and relevance of historical material in contemporary contexts. Chronological narratives are often presented without value interpretation, reducing history to rote memorization. From a pedagogical standpoint, teachers frequently struggle with contextualizing and creatively reinterpreting historical narratives such as *jihad* or warfare within today’s moral and spiritual frameworks to prevent student misperceptions (Prasetiawan & Ma’rifataini, 2020). On the learners’ side, common problems include boredom,

low motivation, and limited engagement due to monotonous learning environments dominated by lecture methods and minimal use of multimedia resources (Hastuti et al., 2024; Setiawan et al., 2023).

Table 1: Overview of Islamic History (SKI) Learning in the Digital Era

Aspect	Main Ideas	Explanation
Definition and Role of History	History helps humans understand past events and draw wisdom from them.	The term originates from the Arabic <i>syajarah</i> (tree), symbolizing continuity of life; in Arabic tradition known as <i>tarikhh</i> ; in Western languages appears as <i>history</i> , <i>histoire</i> , and <i>geschichte</i> .
SKI in Islamic Education	Islamic History (SKI) is an essential component of Islamic Religious Education.	SKI introduces the development of Islamic civilization and aims to cultivate moral, spiritual, and social virtues by learning from past generations.
Challenges in Teaching SKI	Current SKI teaching faces issues in content and pedagogy.	Problems include lack of contextualization, value interpretation, monotonous methods, and low student motivation due to minimal multimedia integration.
Benefits of Interactive Media	Interactive media enhances student engagement and comprehension.	Visualizations, animations, and documentary materials make learning more motivating and meaningful compared to conventional methods.
SKI in the Digital Era	Islamic history education must adapt to technological advancement.	Digital tools can support moral education and present history more contextually and engagingly without losing its spiritual essence.

Aspect	Main Ideas	Explanation
Character Education Through SKI	SKI plays a strategic role in shaping students' character.	Historical figures' exemplary conduct can be internalized through visual and reflective approaches, fostering honesty, responsibility, perseverance, and integrity.

Empirical studies confirm the pedagogical potential of interactive media. Research by Hastuti et al. (2024) found that the use of interactive learning media significantly enhanced students' engagement and conceptual understanding in SKI courses. Students who learned through visualizations, animations, and documentaries demonstrated higher motivation and deeper comprehension than those taught conventionally. These findings suggest that learning interest is influenced not only by the content but also by the strategies and media employed by teachers.

In the twenty-first century, Islamic history education must evolve in step with technological advancement and digital transformation. The Fourth Industrial Revolution has reshaped how humans access information, think, and interact (Purba et al., 2024). Properly utilized, technology can reinforce moral and character education rather than undermine it. Through interactive digital media, Islamic history can be presented in ways that are more contextual, engaging, and relevant to modern realities while maintaining its spiritual core.

In this regard, SKI holds strategic value as a vehicle for character education in the digital age. The exemplary conduct of historical Islamic figures—such as the Prophet Muhammad (peace be upon him) and his companions—can be internalized through visual, narrative, and reflective approaches. Value-oriented history learning instills honesty, responsibility, perseverance, and integrity in students (Jumati, 2022). Hence, integrating interactive digital tools such as Canva into Islamic history instruction represents



not only technological innovation but also a pedagogical strategy to cultivate the spiritual and moral dimensions of learners amid the challenges of digital modernity.

### **Interactive Digital Media in the Context of Islamic Education**

The term media derives from the Latin word *medium*, meaning “intermediary” or “conveyor.” According to the Association for Educational Communications and Technology (AECT), media encompasses all forms of tools or channels used to facilitate the transmission of information (Masruri & Andika, 2024). In the educational context, instructional media include any instruments, technologies, or methods that enhance the teaching and learning process, making it more efficient and effective. By using appropriate media, complex concepts can be presented in an engaging and comprehensible manner, encouraging interaction and active participation among learners (Yusnan, 2025).

The term interactive refers to reciprocal communication between sender and receiver. Within technology-enhanced learning, interactive media represent multimedia systems that respond to user input through audio, video, animation, or other visual elements. Consequently, interactive instructional media can be defined as multimedia technologies that foster active communication between learners and the learning environment, thereby improving comprehension and engagement (Periwi & Wardhani, 2024).

Among various available platforms, Canva stands out as a visual communication tool that allows users to create diverse forms of digital learning media – such as infographics, presentations, and historical timelines – with ease. Accessible via both mobile and web-based applications, Canva offers a user-friendly interface that supports creative visual design. In the context of *Sejarah Kebudayaan Islam (SKI)*, Canva assists students in grasping historical chronology and key figures through vivid and appealing visual representation (Ruslan et al., 2023).

Beyond Canva, several other digital platforms – such as Genially, Nearpod, and Powtoon – also hold significant pedagogical potential. Genially

emphasizes interactivity, enabling teachers to design quizzes, concept maps, and other dynamic learning elements that foster active learner engagement. Nearpod facilitates synchronous learning experiences through live polls, reflections, and real-time quizzes, thereby strengthening student-teacher interaction. Meanwhile, Powtoon specializes in animation and digital storytelling, making it particularly effective for narrating Islamic historical events and portraying the moral virtues of influential figures through narrative-driven visuals (Analicia & Yogica, 2021; Hasan et al., 2024; Oman et al., 2024; Septianingsih et al., 2023).

From a pedagogical standpoint, these four media contribute distinctively to enhancing students' participation and motivation. Canva and Powtoon enhance visual literacy and creative imagination through aesthetic and narrative integration, while Genially and Nearpod foster collaborative learning and critical thinking via real-time interactivity. Within Islamic education, these tools offer opportunities to convey spiritual and moral values contextually by linking historical events to present-day realities (Abdullah et al., 2022; Anjarwati & Purmadi, 2025; Arum et al., 2025; Ayuningtyas & Suhandiah, 2022).

Nevertheless, each platform presents unique strengths and limitations. Canva excels in simplicity and accessibility but has limited interactivity. Genially provides extensive interactive features but demands stable internet connectivity and higher technical competence. Nearpod is highly effective for synchronous sessions but restricted by its free-tier limitations and dependence on robust digital infrastructure. Powtoon produces engaging animated outputs, yet requires more time and design expertise to generate high-quality content.

A major challenge in implementing interactive digital media in Indonesia lies in teachers' limited technological literacy. A study by Latifah and Ramadan on "Teacher Problems in Utilizing the Internet as a Learning Medium" revealed that many teachers lack creativity in integrating media into lesson plans and remain unskilled in operating audio, visual, and audiovisual tools. Factors such as insufficient technological training, generational gaps, and continued reliance

on traditional teaching methods contribute to this issue (Latifah & Ramadan, 2023).

National data indicate that approximately 62.15% of teachers rarely utilize Information and Communication Technology (ICT) in their teaching, 34.95% possess low ICT competence, and 10.03% remain entirely unfamiliar with digital tools (Parwati & Pramatha, 2021). These statistics underscore the pressing need to enhance digital literacy among educators in Indonesia.

Accordingly, both government agencies and educational institutions must strengthen support mechanisms through professional development programs, digital infrastructure investment, and policy frameworks that encourage the integration of technology in classrooms. Providing students with access to contextually relevant digital resources is crucial for preparing them to face the challenges of the Fourth Industrial Revolution. As teachers and students alike develop adaptive digital competencies, they can collaboratively maximize the use of interactive media such as Canva, Genially, Nearpod, and Powtoon to foster an Islamic education that is both modern and value-oriented.

Moreover, educators should go beyond mere technical application and ensure the integration of Islamic values within digital learning content. For instance, when using Powtoon to teach Islamic history, teachers can highlight the exemplary character (akhlaq) of Islamic figures through engaging animation. Likewise, with Canva or Genially, teachers can design infographics and concept maps that emphasize the moral dimensions of historical events, encouraging learners not only to comprehend facts but also to internalize their spiritual meanings. This aligns with the holistic goals of Islamic education, which seek to balance cognitive, affective, and psychomotor dimensions.

Ultimately, the integration of platforms such as Canva, Genially, Nearpod, and Powtoon represents not merely a technological advancement but a pedagogical transformation toward contextual, creative, and value-based learning. Interactive digital media enable educators to cultivate collaborative, reflective, and enjoyable learning experiences, nurturing a generation of learners

who are not only technologically adept but also ethically grounded. Thus, merging technology and Islamic values in instructional media constitutes a strategic pathway toward achieving quality education in the digital era.

## **Conclusion**

This study affirms that the use of interactive digital media, particularly Canva, holds significant potential in revitalizing Islamic History (Sejarah Kebudayaan Islam – SKI) learning to become more contextual, participatory, and engaging. Through the integration of visual elements, collaboration, and creativity, Canva enables teachers to transform conventional methods into student-centered learning. However, this study does not merely reiterate previous findings regarding the advantages of digital media; it also emphasizes the importance of a critical and reflective pedagogical approach. Technology should not be viewed solely as an instructional aid but rather as a means of strengthening the internalization of Islamic values within learners.

From a practical perspective, this study has several important implications. For teachers, there is a need to enhance both digital and pedagogical competencies in order to design project-based learning activities using Canva – for example, assigning students to create historical posters, Islamic dynasty timelines, or reflective videos. These activities not only deepen students' historical understanding but also foster essential soft skills such as critical thinking, communication, and collaboration. For curriculum developers, the findings provide a rationale to integrate the use of interactive digital media into Islamic education curricula, while maintaining a strong alignment with spiritual and moral values. Meanwhile, for policymakers, there is a need to support digital infrastructure, teacher training, and policies that encourage technology-based innovation within Islamic educational institutions.

Nevertheless, this study has certain limitations, as it remains conceptual and lacks empirical data on the effectiveness of Canva in improving students' learning outcomes or the internalization of Islamic values. Therefore, future research is recommended to conduct experimental or field studies to measure the

concrete impact of Canva utilization on learning motivation, 21st-century skills, and the achievement of religious values in SKI education. In addition, further studies may also compare Canva with other digital media such as Genially, Nearpod, or Powtoon to determine their relative effectiveness within the context of Islamic education.

In conclusion, this study underscores that Canva is not merely a visual design platform but a strategic pedagogical tool that can strengthen SKI learning in the digital era—provided that its implementation is supported by teacher readiness, innovation-oriented educational policies, and continued empirical research to validate its pedagogical effectiveness.

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### **Authors' Contribution Statement**

All authors contributed substantially to the development of this article. Dian Annisa led the conceptual framework, literature review, and overall manuscript drafting. Azizatur Rosyidah contributed to data organization, theoretical analysis, and refinement of the argumentation. Abdul Bashith supported the methodological alignment, critical revisions, and final proofreading of the manuscript. All authors reviewed, approved, and are fully accountable for the final version of this work.

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