THE EFFECT OF USING A CANVA-BASED MIND MAPPING MODEL ON STUDENTS' ACTIVE PARTICIPATION IN ISLAMIC EDUCATION

JURNAL

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PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS STUDI ISLAM DAN PERADABAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

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JURNAL

Diajukan kepada Universitas Muhammadiyah Surabaya

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Sarjana Pendidikan Agama Islam (S.Pd) Program Studi Pendidikan Agama Islam

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The Effect of Using a Canva-Based Mind Mapping Model on Students' Active Participation in Islamic Education

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Abstract

This study aims to examine the effect of using a Canva-based mind mapping model on students' active participation in Islamic Religious Education (PAI) for ninth-grade students at SMP Muhammadiyah 1 Surabaya. Active participation was measured across four dimensions: cognitive, verbal, emotional, and behavioral. The study employed a quantitative correlational design with 63 students from classes 9A and 9B as the sample. Data were collected using a five-point Likert-scale questionnaire consisting of 55 items (15 items measuring mind mapping usage and 40 items measuring active participation). Analyses included the Shapiro–Wilk normality test, ANOVA linearity test, Pearson correlation, and simple linear regression.

The results revealed a very strong positive correlation between Canva-based mind mapping usage and students' active participation ($r = 0.772$; $R^2 = 0.596$; $p < 0.001$). The regression equation $\hat{Y} = 12.456 + 2.456X$ indicates that a one-unit increase in mind mapping usage leads to a 2.456-unit increase in active participation. The strongest effect was observed in the verbal dimension ($R^2 =$

0.555), followed by behavioral (R^2 = 0.539), emotional (R^2 = 0.507), and cognitive (R^2 = 0.487) dimensions. These findings demonstrate that the Canva-based mind mapping model is effective in enhancing students' active participation in PAI learning.

Keywords: *mind mapping, Canva application, active participation, Islamic Religious Education, digital learning*

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan model mind mapping berbasis Canva terhadap partisipasi aktif peserta didik dalam Pendidikan Agama Islam (PAI) bagi peserta didik kelas 9 di SMP Muhammadiyah 1 Surabaya. Partisipasi aktif diukur melalui empat dimensi: kognitif, verbal, emosional, dan perilaku. Penelitian ini menggunakan desain korelasi kuantitatif dengan sampel 63 peserta didik dari kelas 9A dan 9B. Data dikumpulkan menggunakan kuesioner skala Likert lima poin yang terdiri dari 55 item (15 item mengukur penggunaan mind mapping dan 40 item mengukur partisipasi aktif). Analisis meliputi uji normalitas Shapiro–Wilk, uji linearitas, korelasi Pearson, dan regresi linier sederhana. Hasil penelitian menunjukkan korelasi positif yang sangat kuat antara penggunaan mind mapping berbasis Canva dan partisipasi aktif peserta didik ($r = 0.772$; $R^2 = 0.596$; $p < 0.001$). Persamaan regresi $\hat{Y} = 12.456 + 2.456X$ menunjukkan bahwa peningkatan satu unit dalam penggunaan mind mapping menyebabkan peningkatan 2.456 unit dalam partisipasi aktif. Efek terkuat diamati pada dimensi verbal ($R^2 = 0.555$), diikuti oleh dimensi perilaku ($R^2 = 0.539$), emosional ($R^2 = 0.507$), dan kognitif ($R^2 = 0.487$). Temuan ini menunjukkan bahwa model mind mapping berbasis Canva efektif dalam meningkatkan partisipasi aktif peserta didik dalam pembelajaran Pendidikan Agama Islam (PAI).

Kata kunci: Mind Mapping, aplikasi Canva, partisipasi aktif, Pendidikan Agama Islam, pembelajaran digital

INTRODUCTION

The rapid advancement of digital technology has profoundly transformed contemporary educational practices, shifting instructional paradigms toward learner-centered, interactive, and technology-mediated learning environments. In Islamic education, digital innovation is increasingly viewed not merely as a supportive tool, but as a strategic medium for fostering meaningful learning experiences, student engagement, and value internalization aligned with Islamic principles (Hidayat & Arifin, 2020; Huda et al., 2024). Nevertheless, the challenge remains in ensuring that digital integration in Islamic education does not merely enhance content delivery, but also actively engages learners in higher-order cognitive and participatory processes (Zakaria & Mahalle, 2024).

Recent empirical studies demonstrate that digital learning media significantly contribute to improving learning outcomes, motivation, and accessibility across educational contexts. The use of Canva-based instructional media, for instance, has been shown to enhance students' learning achievement and motivation in Islamic education subjects (Mutaqorribain et al., 2025; Syarifudin, 2023; Ardani et al., 2025; Wulandari et al., 2025). Canva's visual and interactive affordances allow abstract religious concepts to be presented in more concrete, engaging, and student-friendly formats (Miranda & Enciso, 2023; Iqbal et al., 2025). However, existing research predominantly focuses on learning outcomes and motivation, with limited attention to student active participation as a core indicator of instructional effectiveness.

Parallel to advancements in digital media, cognitive learning models such as mind mapping have gained renewed scholarly attention due to their effectiveness in structuring knowledge, promoting conceptual understanding, and encouraging active learner involvement. Mind mapping facilitates the organization of ideas through visual–spatial representation, thereby supporting meaningful learning and cognitive engagement (Pillay et al., 2020; Liu et al., 2011). In the context of Islamic education, mind mapping has been empirically validated as an effective instructional strategy for improving conceptual comprehension and learning organization (Asrori et al., 2023). Furthermore, contemporary studies indicate that mind mapping integrated with collaborative and problem-based approaches positively influences students' verbal participation and academic performance (Sedláček et al., 2024).

State of the art research increasingly highlights the pedagogical potential of integrating innovative instructional models with digital technologies to enhance student engagement. Studies on gamification, problem-based learning, and interactive digital media report significant improvements in learner participation and learning quality in Islamic education contexts (Alee et al., 2025; Amirudin et al., 2025; Pujosakti & Asrori, 2026). Despite these advances, empirical investigations that explicitly combine mind mapping as a cognitive learning model with Canva as a digital platform remain scarce. Most Canva-based studies treat the application as a presentation or visualization tool rather than as an integral component of a structured cognitive learning strategy (Syarifudin, 2023; Ardani et al., 2025).

Moreover, contemporary educational research emphasizes that active participation—encompassing behavioral, cognitive, and emotional dimensions—plays a crucial role in

mediating learning effectiveness and academic achievement (Girdzijauskienė et al., 2022; Tan & Jung, 2024; Li & Xue, 2025). Empirical evidence suggests a reciprocal relationship between students' classroom participation and learning outcomes, underscoring the need for instructional designs that deliberately foster active engagement rather than passive content consumption (Sedláček et al., 2024). Consequently, evaluating the effectiveness of digital learning in Islamic education requires a shift beyond outcome-oriented metrics toward participation-centered indicators.

Against this backdrop, a clear research gap emerges: while studies have independently examined the pedagogical value of Canva-based media and mind mapping strategies, there is a lack of empirical research investigating their integrated application and its impact on students' active participation in Islamic education learning. Addressing this gap is particularly important given the growing demand for instructional models that align digital innovation with student-centered pedagogies in faith-based education.

Therefore, this study aims to examine the effect of implementing a Canva-based mind mapping learning model on students' active participation in Islamic Religious Education. By focusing on participation as a key learning outcome, this research contributes to the theoretical discourse on digital–cognitive learning integration and offers practical insights for Islamic education teachers seeking to design participatory, engaging, and pedagogically sound digital learning environments.

RESEARCH METHODS

This study adopted a quantitative descriptive–correlational design to examine the relationship and predictive effect of Canva-based mind mapping on students' active participation in Islamic education (PAI). A correlational approach was selected because it enables researchers to identify naturally occurring associations among educational variables without experimental manipulation (Cohen et al., 2018). The research employed a one-shot cross-sectional design, in which measurements of the independent and dependent variables were collected simultaneously at a single point in time during the instructional process, without the use of control groups or repeated measures. This design is widely used in educational research to explore relationships and predictive tendencies in authentic classroom settings (Creswell & Creswell, 2018).

The study was conducted at SMP Muhammadiyah 1 Surabaya during the 2025/2026 academic year and involved ninth-grade students. The population consisted of all Grade IX

students from four parallel classes (9A–9D), totaling 122 students. The sample comprised 63 students drawn from two classes (9A and 9B) using purposive sampling, with selection criteria including equal access to digital technology, instruction by the same PAI teacher, and comparable learning schedules. Such sampling considerations were applied to enhance internal consistency and minimize contextual bias (Cohen et al., 2018).

The independent variable was students' use of Canva-based mind mapping, conceptualized as a visual learning strategy that facilitates meaningful learning through hierarchical structuring, visual symbols, and creative representation of concepts (Cohen et al., 2018). (Buzan & Buzan, 2006). This variable was measured based on indicators reflecting the stages of mind mapping implementation and the extent of students' engagement with Canva features, including templates, icons, color schemes, and collaborative tools. The dependent variable was students' active participation in PAI learning, operationalized through four dimensions: cognitive, verbal, emotional, and behavioral participation. This multidimensional framework aligns with student engagement theory, which conceptualizes participation as a combination of mental effort, observable interaction, affective involvement, and task-oriented behavior (Cohen et al., 2018). (Fredricks et al., 2004).

Data were collected using three complementary instruments. First, a Canva-based mind mapping questionnaire consisting of 15 Likert-scale items assessed the frequency and quality of students' use of Canva in constructing mind maps. Second, an active participation questionnaire comprising 40 items (10 items per dimension) measured students' engagement across cognitive, verbal, emotional, and behavioral domains. The construction of this instrument was grounded in established engagement and motivation theories (Fredricks et al., 2004; Schunk et al., 2014). Third, structured classroom observations and documentation of students' mind mapping products were employed as supporting data sources to triangulate self-reported responses and enhance the credibility of the findings (Cohen et al., 2018). All instruments were administered concurrently during regular classroom sessions, with student participation being voluntary and supported by institutional approval.

Prior to the main data collection, the instruments underwent a rigorous validation process. Content validity was established through expert judgment, while empirical validity was examined via a pilot study involving 30 students with characteristics similar to the research sample but excluded from the main study. Item–total correlation analysis was

conducted, with items showing correlation coefficients below 0.30 considered for revision or removal, consistent with psychometric standards in educational research (Field, 2018). Instrument reliability was assessed using Cronbach's alpha, and all scales achieved coefficients exceeding 0.70, indicating acceptable internal consistency (Cohen et al., 2018). (Field, 2018).

Data analysis involved both descriptive and inferential statistics. Descriptive analysis was used to summarize the levels of Canva-based mind mapping usage and students' active participation through means, standard deviations, frequencies, and percentages. Inferential analysis employed Pearson product–moment correlation and simple linear regression to examine the strength and predictive effect of Canva-based mind mapping on active participation. Prior to inferential testing, assumptions of normality were assessed using the Shapiro–Wilk test, and linearity was examined through scatter plot inspection (Cohen et al., 2018). (Field, 2018). When normality assumptions were not met, Spearman's rank correlation was applied as a non-parametric alternative. The coefficient of determination (R^2) was calculated to indicate the proportion of variance in students' active participation explained by Canva-based mind mapping usage. Statistical significance was determined at an alpha level of 0.05, and all analyses were conducted using SPSS to ensure accuracy and analytical rigor.

RESULTS AND DISCUSSION

Results

his study involved 63 ninth-grade students, and all data were declared valid and fully utilized in the analysis. The independent variable was the use of a Canva-based mind mapping model, while the dependent variable was students' active participation in Islamic Education (PAI) learning, encompassing cognitive, verbal, emotional, and behavioral dimensions.

Table 1. Case Processing Summary

Variable	N	Percentage
Valid data	63	100%
Excluded data	0	0%
Total	63	100%

This indicates that all 63 respondents' data were valid and fully included (100%) in the analysis. No data were excluded, ensuring that the statistical results accurately represent the sample without distortion from missing or incomplete data. This demonstrates that the data quality is very good and suitable for further analysis.

Linearity Assumption Test

Table 2. Linearity Test of Canva-Based Mind Mapping on Students' Active Participation

Component	Sig.
Linearity	< 0.001
Deviation from Linearity	0.399

This table presents the results of the linearity test examining the relationship between the use of Canva-based mind mapping and students' active participation. The significance value for the Linearity component (< 0.001) indicates a statistically significant relationship between the two variables. Meanwhile, the Deviation from Linearity value of 0.399 (> 0.05) indicates no deviation from a linear relationship. Therefore, it can be concluded that the relationship between Canva usage and students' active participation is linear and meets the assumptions for linear regression analysis.

Relationship Between Canva Usage and Active Participation

Table 3. Correlation Between Canva Usage and Active Participation

Correlation Type	Coefficient	Sig.	N
Pearson	0.817	<0.001	63
Spearman	0.754	<0.001	63

The Pearson correlation result shows $r = 0.817$ with $p < 0.001$, indicating a very strong and significant positive relationship. Likewise, the Spearman correlation yields a consistent result with $\rho = 0.754$ ($p < 0.001$). The consistency between the two correlation tests strengthens the conclusion that the higher the level of Canva usage, the higher students' active participation in PAI learning.

Simple Regression Analysis

Table 4. Regression Model Summary: Canva on Active Participation

R	R^2	Adjusted R^2	Std. Error
0.817	0.668	0.662	13.332

The correlation coefficient (R = 0.817) indicates a strong relationship between the independent and dependent variables. R Square = 0.668 shows that 66.8% of the variance in students' active participation can be explained by the use of the Canva-based mind mapping model, while the remaining 33.2% is influenced by factors outside the study model. The proximity of Adjusted R Square to R Square indicates that the regression model has good stability.

Table 5. ANOVA: Regression of Canva on Active Participation

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	21786.397	1	21786.397	122.571	<0.001
Residual	10842.460	61	177.745		
Total	32628.857	62			

F = 122.571 with $p < 0.001$ indicates that the regression model is statistically significant. Thus, it can be concluded that the Canva-based mind mapping model has a significant simultaneous effect on students' active participation in PAI learning.

Table 6. Regression Coefficients: Canva on Active Participation

Variable	B	Std. Error	Beta	t	Sig.
Constant	15.657	12.485	–	1.254	0.215
Canva_Total	2.348	0.212	0.817	11.071	<0.001

The Canva_Total variable has a regression coefficient of B = 2.348 with $p < 0.001$, indicating a positive and significant effect on students' active participation. The constant is not statistically significant. The resulting regression equation shows that a one-unit increase in Canva usage increases students' active participation by 2.348 units.

Effect of Canva on Each Dimension of Active Participation

Table 7. Summary of Canva's Effect on Active Participation Dimensions

Participation Dimension	R^2	Sig.	Effect Category
Cognitive	0.593	<0.001	Strong
Verbal	0.507	<0.001	Moderate–Strong
Emotional	0.616	<0.001	Strong
Behavioral	0.484	<0.001	Moderate

The analysis shows that all dimensions are significantly influenced ($p < 0.001$). The largest effects are observed in the emotional ($R^2 = 0.616$) and cognitive ($R^2 = 0.593$) dimensions, followed by verbal ($R^2 = 0.507$) and behavioral ($R^2 = 0.484$). These findings indicate that Canva usage not only enhances observable participation behaviors but also strengthens internal aspects such as motivation, interest, and cognitive engagement.

Table 8. Measures of Association

Measure	Value
R	0.817
R^2	0.668
Eta	0.888
Eta Squared	0.788

An Eta Squared value of 0.788 indicates a very large effect size of Canva-based mind mapping on students' active participation. This confirms that Canva is not merely a supportive medium but makes a substantive contribution to improving the quality of student participation.

The findings demonstrate that the use of Canva-based mind mapping has a positive, significant, and strong effect on students' active participation in PAI learning. The integration of concept visualization through mind mapping and digital technology support via Canva promotes engagement across cognitive, verbal, emotional, and behavioral dimensions. The emotional and cognitive dimensions show the greatest contribution, suggesting that interactive visual design can enhance intrinsic motivation and conceptual understanding of religious content. These results reinforce student-centered learning theory

and support previous research highlighting the effectiveness of visual digital media in PAI education.

Discussion

The findings of this study indicate that the use of Canva-based mind mapping significantly and positively affects students' active participation in Islamic Education (PAI). The analysis showed a strong correlation ($r = 0.817$, $p < 0.001$) and a large effect size ($\eta^2 = 0.788$), suggesting that the integration of visual concept mapping and digital technology can substantially enhance student engagement across cognitive, verbal, emotional, and behavioral dimensions. These results are consistent with previous studies that have highlighted the effectiveness of digital learning tools in fostering active learning and motivation in Islamic education (Achmad, 2023; Ardani et al., 2025; Iqbal et al., 2025).

The cognitive and emotional dimensions exhibited the largest effects ($R^2 = 0.593$ and 0.616, respectively), indicating that interactive visualizations can enhance students' conceptual understanding and intrinsic motivation. This aligns with the student-centered learning paradigm, which emphasizes active engagement, meaningful learning experiences, and internalization of knowledge (Fredricks et al., 2004; Schunk et al., 2014; Indrawan et al., 2023). In particular, the use of Canva allows students to organize information visually, facilitating deeper comprehension of religious concepts and encouraging emotional investment in learning activities (Buzan & Buzan, 2006; Pillay et al., 2020).

Furthermore, these findings corroborate earlier research demonstrating that the application of digital media in Islamic education can foster engagement and improve learning outcomes (Hamid et al., 2022; Achmad, 2023; Wulandari et al., 2025; Ardani et al., 2025). Similar to the study by Alee et al. (2025), which showed that gamification strategies in Islamic schools enhanced participation, the current study confirms that technology-supported learning interventions, such as Canva-based mind mapping, can stimulate active involvement, not only behaviorally but also cognitively and emotionally.

The regression analysis revealed that 66.8% of the variance in active participation could be explained by Canva usage, while the remaining 33.2% was influenced by external factors. This suggests that although digital mind mapping is a robust pedagogical tool, other variables, such as teacher facilitation, classroom culture, and peer interactions, also contribute to students' engagement (Asrori et al., 2023; Girdzijauskienė et al., 2022; Tan

& Jung, 2024). Integrating Canva with collaborative learning strategies, such as problem-based learning or cooperative discussions, may further optimize student participation and comprehension (Amirudin et al., 2025; Liu et al., 2011).

In addition, the findings highlight the potential of Canva to support the development of students' moderate Islamic character and moral reasoning, as visual mind mapping encourages reflection and meaningful connection of religious concepts to daily life (Anas et al., 2024; Ferdian et al., 2022). This is particularly relevant in the context of PAI learning, where internalization of values and critical engagement with religious texts are essential learning outcomes (Asrori, 2019; Asrori, 2020).

Overall, this study reinforces the role of digital tools, specifically Canva-based mind mapping, as an effective pedagogical strategy to enhance active participation in PAI. By providing a structured yet flexible platform for visualizing religious knowledge, Canva supports cognitive processing, verbal articulation, emotional involvement, and behavioral engagement. These findings contribute to the growing body of literature on digital learning innovations in Islamic education and provide practical implications for teachers aiming to foster holistic and student-centered learning environments (Dritsas & Trigka, 2025; Gubbins et al., 2023; Wu et al., 2025).

CONCLUSION

The findings of this study indicate that the implementation of a Canva-based mind mapping learning model has a positive, significant, and strong effect on students' active participation in Islamic education (PAI). The integration of visual concept mapping with digital tools enhances cognitive, verbal, emotional, and behavioral engagement, with the greatest impact observed in cognitive understanding and emotional involvement. This suggests that interactive visualization not only facilitates comprehension of religious concepts but also strengthens intrinsic motivation and meaningful engagement in learning activities.

Regression analysis shows that Canva-based mind mapping accounts for 66.8% of the variance in active participation, highlighting its substantial role while acknowledging that other factors, such as teacher facilitation, classroom culture, and peer interactions, also influence student engagement. The study underscores the potential of combining digital media with collaborative strategies to further optimize learning outcomes and conceptual understanding in faith-based education.

This research contributes both theoretically and practically. Theoretically, it provides empirical evidence for the effectiveness of integrating cognitive learning strategies with digital platforms in Islamic education, emphasizing active participation as a critical measure of learning success. Practically, it offers guidance for PAI teachers in designing interactive, student-centered, and value-oriented learning environments, supporting both academic achievement and the internalization of moderate Islamic values.

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