




Building Inspirational Islamic Education with the Flipped Learning Model and Canva to Solve 21st-Century Learning Problems

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Abstract: Building Inspirational Islamic Education with the Flipped Learning Model and Canva to Solve 21st-Century Learning Problems


Objective: This research study aims to create inspirational Islamic Education learning using the flipped learning model assisted by Canva to solve 21st-century learning problems. **Methods:** This research uses a qualitative research approach with a case study method. Data were collected using observation, interview, and documentation and were analyzed using the Miles and Huberman model. **Results:** The flipped learning model in Islamic education can increase students' enthusiasm for learning. **Conclusion:** One of the strategic steps teachers and schools can take to create inspiring Islamic religious education learning is using the flipped learning model assisted by Canva. Teachers and schools can create more inspiring and engaging Islamic Education (PAI) learning experiences by implementing the flipped learning model with the help of Canva as a supporting tool. **Contribution:** This research contributes to developing a flipped learning-based Islamic education that has not been widely applied in Indonesia.

Keyword: Islamic Education Learning; Flipped Learning Model; Canva; 21st Century

Abstrak: Membangun Pendidikan Agama Islam yang Inspiratif dengan Model Flipped Learning dan Canva sebagai Solusi Permasalahan Pembelajaran Abad 21

Tujuan: Penelitian ini untuk menciptakan pembelajaran Pendidikan Agama Islam yang inspiratif dengan menggunakan model flipped learning berbantuan aplikasi canva sebagai Solusi Permasalahan Pembelajaran Pendidikan Agama Islam Abad 21. **Metode:** Penelitian ini menggunakan pendekatan penelitian kualitatif dengan metode studi kasus. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman. **Hasil:** Model pembelajaran flipped learning pada pelajaran Pendidikan Agama Islam dapat meningkatkan semangat belajar siswa. **Kesimpulan:** Salah satu langkah strategis yang dapat dilakukan oleh guru dan sekolah untuk menciptakan pembelajaran pendidikan agama Islam yang inspiratif adalah dengan menggunakan model flipped learning berbantuan aplikasi Canva. Guru dan sekolah dapat menciptakan pengalaman belajar Pendidikan Agama Islam (PAI) yang lebih inspiratif dan menarik dengan menerapkan model pembelajaran flipped learning dengan bantuan Canva sebagai alat bantu. **Kontribusi:** Penelitian ini berkontribusi dalam mengembangkan model pembelajaran pendidikan agama Islam berbasis flipped learning yang belum banyak diterapkan di Indonesia.

Kata Kunci: Flipped Learning, Aplikasi Canva, Pembelajaran Pendidikan Agama Islam Abad 21

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A. INTRODUCTION

Education is an important aspect of life. Learning happens to everyone and lasts a lifetime. Behavior changes indicate that one is learning. These changes are in knowledge (cognitive) and skills (psychomotor) concerning values and attitudes. Learning is done in the classroom, anywhere, and anytime (Ceobanu & Boncu, 2014). During the COVID-19 pandemic, all learning sequences were carried out online. With COVID-19, face-to-face learning has become online (Alam & Parvin, 2021). It is beyond human reach not to expect this kind of condition. Learning problems during COVID-19 provide benefits: understanding online learning. Those who never knew how to operate Zoom, Google Meet, or Google Classroom finally learned and practiced it directly.

After the COVID-19 pandemic, schools returned to face-to-face learning. Learning that previously, students were at home in makeshift conditions also raises the possibility that when students operate Zoom or others, they also open other applications, which can reduce their focus on learning (Kawka et al., 2021). Online learning is very ineffective if it is carried out by students in rural areas, prone to network and signal issues, or if some do not have smartphones. Returning to face-to-face learning, students' learning interest and motivation decreased due to online learning, but now, it is the same as before (Martín-Sómer et al., 2021). Educational institutions and educators are responsible for creating and delivering a fun and engaging learning atmosphere (Kangas et al., 2017). From these problems, the author raises the theme of Building inspiring Islamic education with a flipped learning model assisted by Canva to solve 21st-century learning problems in elementary schools.

Better known as Gen-Z, students live inseparably from technology, smartphones, television, and other media. Therefore, if only the lecture method is used, classroom learning will cause students to feel bored. Teachers should include today's technology in classroom learning (Seufert et al., 2021). If the learning model is inspiring, students will not be bored when they learn. Therefore, in this era of extraordinary technology, scientific experts try to overcome the problems experienced by students. Classroom learning should be practical and inspiring with technological developments and changes (Leahy et al., 2019). After experiments and observations on the effectiveness of learning followed by teachers and students, various learning concepts that are more effective in today's technological developments have emerged: blended learning, a combination of face-to-face and online learning outside the classroom (Al-Samarraie & Saeed, 2018). Other learning models, including flipped learning, develop from this blended learning concept (Rasheed et al., 2020).

In general, many educational institutions still use the lecture method to deliver subject materials. In this case, students who do not understand the material will find it difficult (Sealey, 2014). Because the teacher does not repeat the material, this is an obstacle for students. In addition, the lecture method tends to make students bored and sleepy. Since the lecture method is not engaging, boredom arises in students. Therefore, Islamic education learning and other subjects need to be designed to be as interesting as possible. The material should be adapted to students' needs for varied and inspiring learning (Chiu & Churchill, 2015), such as the blended learning concept with the flipped learning model. This effort indicates that Islamic education cannot be separated from technology.

Technology-based learning approaches are urgently needed to improve students' effectiveness and engagement in digital era. One of the innovative methods that can be applied is the flipped learning model (Blau & Shamir-Inbal, 2017), where students are provided with materials independently before face-to-face sessions so that classroom learning time is more focused on discussion, problem-solving, and in-depth exploration. This model is proven to improve understanding, strengthen engagement in learning, and develop critical and collaborative thinking skills that are indispensable in the 21st century (Awidi & Paynter, 2019).

However, in implementing the flipped learning model, ensuring that the material provided to students is engaging and easy to understand is important. One solution is Canva

(Amoussohoui et al., 2022). The Canva application allows teachers to create learning content in visually appealing forms, such as infographics, videos, and interactive presentations (Abelenda et al., 2023). Using Canva, Islamic education materials can be presented more creatively and inspiringly to motivate students to learn (Wibowo et al., 2013).

Research on the digitization of learning has been limited. Islamic education learning in many schools is still dominated by lectures (Dehghanzadeh & Jafaraghaee, 2018; Hidayat, 2022; Hastasari et al 2022), memorization (Alsaid & Bertrand, 2016; Zamista et al., 2022), and conventional discussions (Zuhri, 2020; Nuryana, 2022); which are often less interesting for students. In the digital era, students need a learning approach that is more innovative and technology-based, and according to the characteristics of 21st-century learning, it is critical, creative, collaborative, and communicative. Therefore, Flipped Learning assisted by Canva in Islamic education learning can be a relevant and effective solution to increase students' engagement and understanding.

Although Flipped Learning and Canva have been widely used in various educational studies, there are still some gaps that can be identified in this study: the lack of application of flipped learning in Islamic education, studies on Canva in Islamic education, a learning model that integrates flipped learning and Canva in Islamic education, and innovative solutions to Islamic education problems in the digital era.

This research proposes Canva as a tool for designing learning materials. With Canva, teachers can create educational content that is more visually pleasing, interactive, and inspiring, thus helping students understand Islamic education materials. The combination of flipped learning and Canva can increase engagement, improve learning effectiveness, and help teachers present materials in a more modern and creative way.

B. METHOD

This research is qualitative descriptive, the method used in this research is a case study with a qualitative approach (Kim et al., 2017). A case study was chosen because it allows an in-depth exploration of implementing the flipped learning model assisted by Canva in learning Islamic education. This research analyzes how the flipped learning model supported by Canva can improve the quality of Islamic education learning and overcome the challenges in 21st-century education.

This research was conducted at SD Al Falah Surabaya in 2024, involving Islamic education teachers, principals, students, and guardians. Subjects were taken using the snowball sampling technique.

Data were collected in this study using observation, interview, and documentation. Observations were made on teachers using Canva to prepare Islamic education learning materials and student interactions in flipped learning during independent learning and class discussions. In-depth interviews were conducted with Islamic education teachers, principals, students, and guardians. Documentation was conducted by collecting learning materials made with Canva and analyzing learning videos, interactive slides, and other media used in flipped learning.

This study used the Miles and Huberman data analysis model, which consists of three main stages: data reduction, data presentation, and conclusion drawing/verification. This model is used to understand how implementing Flipped Learning assisted by Canva can solve Islamic education learning problems in the 21st century.

C. RESULTS AND DISCUSSION

Result

The Canva application can help design various types of creative materials online. In this research, Canva is used to create presentations, videos, posters, and other educational materials for Islamic education. The presentations available in Canva include creative, educa-

tional, business, advertising, and technology. Canva has the following advantages: (1) various attractive designs are available, (2) many features are provided to increase teachers' creativity in designing learning media, (3) saving time with practical learning media, (4) it is accessible in smartphones devices. In addition to the advantages, this application has basic disadvantages: (1) an Internet connection is required, and (2) several templates require payment. However, there are also many good free templates, especially for teachers, students, lecturers, and education personnel who have received subsidies from the government through learning accounts.

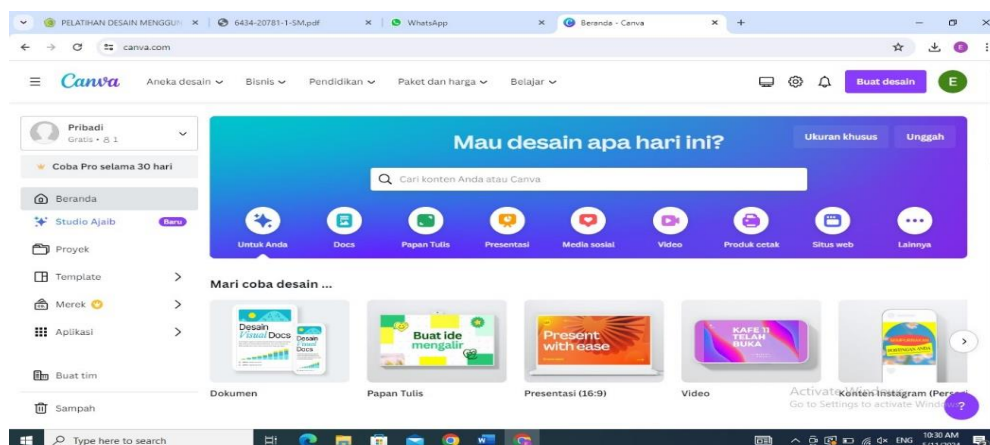


Figure 1. Display of Canva Application

According to Figure 1, Canva provides various educational features. Canva is a creativity and collaboration tool for all classes. In this discussion, the role of educators, students, and learning media is very supportive in distance learning. Therefore, in this study, the media discussed is Canva. Figure 2 displays templates in Canva.

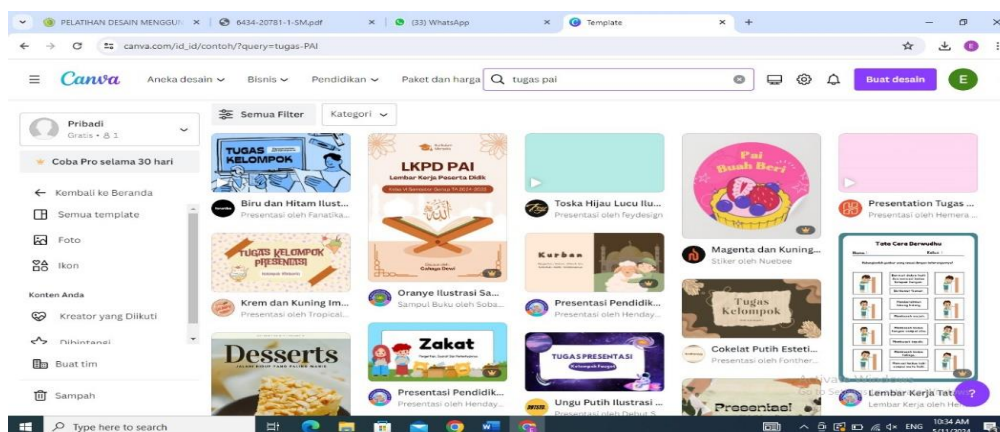


Figure 2. Canva Template view

To use Canva, create a Canva account, create designs, select and edit the background, add text, and download or share your design. Canva-based animated videos can increase students' motivation and learning outcomes and are suitable for learning. The comparison of students' learning outcomes, with a passing grade of 92, in Cycle 1 before the flipped learning model with the help of Canva and Cycle 2 after using Canva media in Islamic education learning is presented in Table 1.

Table 1. Students' Learning Outcomes Before and After Flipped Learning Assisted with Canva

No	Students	Learning Outcomes		Description
		Cycle 1	Cycle 2	
1.	AFI	92	94	Complete

No	Students	Learning Outcomes		Description
		Cycle 1	Cycle 2	
2.	AKH	93	95	Complete
3.	NPS	93	96	Complete
4.	RKP	85	88	Incomplete
5.	ROK	93	95	Complete
6.	MR	84	92	Incomplete
7.	MZA	94	96	Complete
8.	AHA	85	92	Incomplete
9.	ADA	94	96	Complete
10.	ADW	87	93	Incomplete
11.	AAB	92	93	Complete
12.	ASA	92	95	Complete
13.	CMD	93	96	Complete
14.	RSG	93	95	Complete

Table 1 shows increased scores from Cycle 1 to Cycle 2. In cycle 1, the number of students who completed the passing grade was 10 (71.4%), and those who did not complete the passing grade were 4 (28.6%). In cycle 2, the number of students who completed the passing grade was 13 (92.8), and those who did not complete the passing grade were one (7.2%). The number of students whose scores completed the passing grade increased from Cycle 1 to Cycle 2 with Flipped Learning assisted with Canva.

According to Table 1, flipped learning assisted with Canva can increase students' learning motivation. Canva, with various interesting design templates, can also increase students' motivation in Islamic education learning. This result is very beneficial for students, especially teachers, as they can determine students' understanding and increase students' final test results.

Discussion

1. Inspiring Islamic Education Learning Design

Islamic education in schools/madrasas significantly influences students' religious behavior. Therefore, the more learning hours of Islamic education, the better students' religious behavior will be. Therefore, increasing the learning hours of Islamic education in schools /madrasas is important to create students' behavior by Islamic teachings. The lack of the learning hours of Islamic education in public schools is also a matter that observers of Islamic education often raise ([Hornung et al., 2023](#)). This matter is the main cause of students' shortcomings in understanding, appreciating, and practicing religious teachings ([Balboni et al., 2015](#)). As a result of this deficiency, students do not have adequate provisions to fortify themselves against various negative influences due to globalization. Many students are involved in less commendable actions such as brawls, theft, stabbing, drug abuse, and the like, which is due, among other things, to the lack of religious education.

If we look closely, the purpose of Islamic education is to guide and educate someone to understand the teachings of Islam ([Saada, 2023](#)). In educational institutions, Islamic education is taught at the elementary, junior high, and high school levels ([Antoninis, 2014](#)). Even from the kindergarten level, there is already Islamic education about daily applications, such as daily prayers, adabs in meeting the teacher by kissing his hand, and others. Muslims need to understand Islamic education to understand the teachings and then practice them in their daily lives.

In addition, in achieving the goals of Islamic education, there are several aspects to be improved and aimed at: cognitive, affective, and psychomotor. In the cognitive aspect, students are expected to understand Islam with the correct paradigm (paradigmatic thinking) ([Lubis et al., 2023](#)). Then, in the affective aspect, students are expected to appreciate Islam sincerely so that they can believe in the truth of Islam, manage their emotions correctly, and live the teachings of Islam to increase faith and piety. In the psychomotor aspect, students are

expected to practice Islamic teachings comprehensively in *hablum minallah* (vertical relationship), *hablum minannas*, and *hablum minal'alam*.

This research explains that flipped learning design solves 21st-century learning problems. Based on research on third-grade students of SD Al Falah Surabaya, the flipped learning model makes students more actively involved than teachers in learning because the model is student-centered compared to the conventional method. The flipped learning model is applied to Islamic education and all subject learning. While discussing this research, the author wants to focus on Islamic education learning. The flipped learning model requires adequate technology and the competence or ability of teachers in an educational institution to operate technology.

Implementing the flipped learning model can make the classroom atmosphere effective and active. It is effective enough to increase students' activeness compared to conventional learning methods. From these studies, the author concludes that Islamic education learning using the flipped model is quite effective, and students become active. This learning model is inspiring to be applied to students so that Islamic education learning does not feel dull.

2. Application of the Flipped Learning Model

Flipped learning is one of the learning models developed in recent years in education, which positively impacts educational goals and produces effective and interactive learning. This learning model is very helpful for teachers in managing the learning process both from methods and media. Learning that uses the flipped learning model and utilizes technology such as Canva is processed creatively by the teacher to produce materials in the form of writing, animated images, and animated videos.

The flipped learning model encourages students to learn independently and understand knowledge through the freedom of learning using the teacher's explanation video. Therefore, the teacher provides opportunities for students to ask questions related to problems in learning concepts independently. This provides more time for students in practice sessions and application of learning concepts so that the teacher can focus on students who need help explaining the material. This aligns with [Awidi & Paynter \(2019\)](#), who compared traditional classroom and flipped learning models. They stated that the flipped learning model improved students' understanding of several cognitive-affective and psychomotor aspects.

The flipped learning model in Islamic education at SD Al Falah was applied in class and at home. Material delivery by teachers, assignments, exercises, and homework usually done in class are shifted online. Teachers must have inspiring and creative ideas for the teaching materials in online forms, videos, or others that students can access at home. Students listen to the materials on the video or animated image first, so they already have them when they come to class. This activity makes learning time more efficient ([Hung & Chen, 2018](#)). Embodied interactive video lectures for improving learning comprehension and retention. Students actively do case studies, practicums, games, and experiments in class. Problem-solving tasks are better done in class because students require teacher guidance while listening to or viewing material from the media they accessed earlier at home. Therefore, this is where the model is known as flipped learning ([Herreid & Schiller, 2014](#)).

It can be concluded that this flipped learning model is one of the inspiring learning models that rely on various online materials ([Chang & Hwang, 2018](#)). Not only that, students are also required to be active and independent in thinking through discussions, problem-solving, case studies, experiments, and others. This learning model is more student-centered, encouraging their activeness, and teachers must create innovations for materials that students learn at home ([Lai & Hwang, 2016](#)).

The following are the advantages of the flipped learning model: 1) students' knowledge increases according to their respective abilities, 2) learning time in the classroom can be utilized effectively and efficiently, 3) it is easier for teachers to assess students' achievement, learning interest, and learning commitment, 4) the use of technology greatly supports the

learning process by flexible 21st-century learning, 5) it provides assignments in the classroom so that teachers can understand the appropriate learning style. These advantages are the main factor in the flipped learning model applied at SD Al Falah.

3. Students' Learning Outcomes

In learning, teachers' first responsibility is to know the character of each student. In one class, there are different characters (Birhan et al., 2021). Currently, the teacher deals with Gen-Z students, and their ability to operate digitally is familiar (Szymkowiak et al., 2021). Therefore, in the learning process, teachers should follow what interests students and what does not make students bored. Students feel bored if learning is only done in the classroom and in a conventional way. Teachers must be more creative in incorporating ICT into their learning. As in SD Al Falah, the teacher uses a flipped learning model assisted by Canva. Learning occurs in the classroom and at home. Teachers must be creative in creating learning images, animations, or videos to interest students. An active and creative learning process creates an engaging atmosphere for students and can increase learning motivation (Li et al., 2023).

Learning activities are successful if there is interaction between students and teachers in an active and lively learning atmosphere (Blau & Shamir, 2017). Tsai et al. (2020) reported that the flipped learning model can provide interactions between students, students, and teachers on learning content. Sergis et al. (2018) support that the flipped learning model can improve students' understanding through learning motivation since it can potentially improve the results of students' academic activities to achieve the desired target. Gillette et al. (2018) compared two learning models, conventional and flipped learning models, in fiqh lessons and found differences between pretest and post-test results. The flipped learning model positively impacts the learning process because students have much time to learn independently so that students master the topic or learning material more deeply (Lai et al., 2018; Martínez-Jiménez & Ruiz-Jiménez, 2020). These previous studies show that the flipped learning model makes learning active and increases students' motivation.

Based on the interview with Islamic education teachers at SD Al Falah, applying the flipped model in Islamic education learning can increase students' enthusiasm. Students look forward to engaging animations or images that can make them more active in learning. The assessment results showed that student scores increased after implementing the flipped learning model. The flipped learning model effectively increases students' learning activeness and motivation compared to conventional learning methods.

One of the strategic steps teachers and schools can take to create inspiring Islamic education learning is using the flipped learning model assisted by Canva. This model can solve 21st-century Islamic education learning problems. The conclusion of this study is the answer between the research objectives and the results obtained in the field. The conformity between the research objectives and results concluded that this research is successful and can bring changes. These changes include the Islamic education learning model at SD Al Falah being more innovative and increasing students' learning motivation and outcomes.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The implications of this research involve the application of the flipped learning model. The model requires students to prepare materials before class, allowing class time to be more focused on discussion, collaboration, and more practical application of Islamic concepts. Using Canva as a tool in creating visually appealing teaching materials is also an important aspect in encouraging the creativity of students and teachers in delivering and understanding the materials. In this way, this research has implications for improving the quality of teaching to be more interactive and relevant to technological developments.

2. Research Contribution

As a novelty, this research combines the flipped learning model with an easily accessible graphic design application, Canva, to build more enjoyable and effective Islamic education learning. This approach not only addresses classic problems in Islamic Education teaching, such as lack of motivation and engagement, but also provides a concrete solution to address the needs of education in the 21st century. Thus, this research enriches the literature on learning innovation in Islamic education and provides practical guidance for teachers to design more interesting and effective learning using digital technology.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research can develop flipped learning and Canva-based learning modules that can be used more systematically by Islamic education teachers in various schools. It is also suggested to compare the effectiveness of Canva-based flipped learning with other learning models, such as blended learning, problem-based learning (PBL), or gamification, in improving learning outcomes and engagement in Islamic education.

F. CONCLUSION

This research provides important implications for the theory and practice of Islamic education learning, especially in using flipped learning and Canva. Its contributions include developing a more modern learning model, increasing student engagement in religious learning, and encouraging the utilization of digital technology in Islamic education. With this research, the flipped learning method can be adopted more widely in Islamic education learning to face the challenges of the 21st century.

This research confirms that combining the flipped learning model and Canva can effectively improve the quality of Islamic education learning in the 21st century. With this approach, Islamic education learning is expected to become more innovative, relevant to the times, and able to produce a knowledgeable generation with critical, creative, and collaborative thinking skills in facing global challenges.

The flipped learning model in Islamic education has changed the learning paradigm from passive to active. By flipping the traditional learning system, students are provided with materials before class through digital media so that face-to-face time can be utilized for discussion, problem-solving, and deeper exploration. This model allows students to better understand the concept of Islamic education in a more contextual and applicable manner.

In addition, using Canva as a visual aid in the flipped learning model positively impacts students' engagement in learning. Canva allows teachers to present materials in a more interesting and interactive form, such as infographics, videos, and presentations that can increase students' learning motivation. The flipped learning model and Canva combination also help teachers deliver materials creatively and innovatively, making learning more inspiring and fun.

However, there are still challenges in implementing this model, such as teachers' readiness to adopt technology, access to digital resources, and students' learning habits that are still oriented towards conventional methods. Therefore, training for educators is needed to improve digital literacy and readiness in implementing the Canva-based flipped learning model.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. EMN: Conceptualization, Research framework & Writing - Original Draft. IS: Methodology. FS: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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