# UTILIZATION OF ARTIFICIAL INTELLIGENCE FEATURES IN THE CANVA APPLICATION FOR THE DEVELOPMENT OF ISLAMIC TEACHING MODULES FOR TEACHERS

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**Abstract**: This study aims to explore the use of artificial intelligence features in the Canva application for the development of Islamic Teaching Modules by teachers at SDN Muntilan. In the digital age, the use of technology in education is increasingly important to improve the quality of learning. This study uses a qualitative approach with a case study method, involving 10 teachers who actively use Canva. Data were collected through observation, in-depth interviews, and documentation, then analyzed thematically. The results showed that the artificial intelligence features in Canva made it easier for teachers to design teaching modules, increased time efficiency, and encouraged creativity in the creation of teaching materials. However, several technical challenges, such as dependence on a stable internet connection and limited access to devices, were obstacles. The implication of this study is that the use of Canva can be an effective tool to improve the quality of Islamic Teaching Modules, provided that there is technical support to overcome existing obstacles. This study contributes to the development of educational technology, particularly in teaching at the elementary school level.

**Keywords:** Canva, Artificial Intelligence, Islamic Teaching Module

**Abstrak**: Penelitian ini bertujuan untuk mengeksplorasi pemanfaatan fitur kecerdasan buatan dalam aplikasi Canva untuk penyusunan Modul Ajar Keislaman oleh guru di SDN Muntilan. Dalam era digital, pemanfaatan teknologi dalam pendidikan semakin penting untuk meningkatkan kualitas pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, melibatkan 10 guru yang aktif menggunakan Canva. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara tematik. Hasil penelitian menunjukkan bahwa fitur kecerdasan buatan di Canva memudahkan guru dalam mendesain modul ajar, meningkatkan efisiensi waktu, serta mendorong kreativitas dalam pembuatan materi ajar. Meskipun demikian, beberapa tantangan teknis seperti ketergantungan pada koneksi internet yang stabil dan keterbatasan akses perangkat menjadi kendala. Implikasi dari penelitian ini adalah bahwa penggunaan Canva dapat menjadi alat yang efektif untuk meningkatkan kualitas Modul Ajar Keislaman, dengan catatan perlu ada dukungan teknis untuk mengatasi hambatan yang ada. Penelitian ini memberikan kontribusi dalam pengembangan teknologi pendidikan, khususnya dalam pengajaran di tingkat sekolah dasar.

**Kata Kunci:** Canva, Kecerdasan Buatan, Modul Ajar Keislaman

## INTRODUCTION

The development of information and communication technology in the current digital era has brought significant changes in various aspects of life, including in the world of education. Science and technology are aspects of life that continue to develop or innovate in line with the times (Irmawati et al., 2023; Paputungan et al., 2025). These two aspects certainly have an impact on the field of education. The field of education today requires learning that is in line with the 21st century. Learning in the 21st century requires several competencies that students need to have (Rafik et al., 2022).

Technological innovations have provided educators with opportunities to improve the quality of learning through the use of more efficient and effective digital tools. One of the most popular applications used in education is Canva, a graphic design platform that offers a variety of features for creating engaging and interactive teaching materials. With advances in technology, Canva is now equipped with artificial intelligence (AI) features that can help users design more easily and quickly. This provides an opportunity for teachers at SDN Muntilan to utilize AI technology in developing high-quality and innovative Islamic Teaching Modules. The innovative learning methods used by teachers aim to improve the quality of education to produce creative students who are able to face life in the future (Suwahyu, 2024; Wijaya, 2025).

Artificial Intelligence refers to the ability of computer systems to perform tasks that typically require human intelligence. The goal of AI development is to create machines or computer programs that can learn, adapt, and execute complex tasks without direct human guidance (Dewi Maharani, 2024). Meanwhile, Canva is a graphic design platform that can be used via a website or mobile application. It offers various features and templates to help users create professional-looking designs (Saputra et al., 2022; Widiastuti et al., 2024). The Canva application provides various interesting features that can make it easier for teachers to create learning media, one of which is the availability of various templates that can be used in the process of designing learning media (Indriani, 2024).

Developing interesting and easy-to-understand Islamic teaching modules is one of the main challenges faced by teachers, especially at the elementary school level. Teaching modules are learning tools or learning plans based on the curriculum that are applied with the aim of achieving the established competency standards. Teaching modules play a major role in supporting teachers in designing learning activities. Teachers play an important role in the development of learning tools, as they hone their thinking skills to be able to innovate in teaching modules. Therefore, creating teaching modules is a pedagogical competency of teachers that needs to be developed so that their teaching techniques in the classroom are more effective, efficient, and do not deviate from the achievement indicators (Maulida, 2022). An effective Islamic

Teaching Module must not only be informative but also able to attract students' interest and attention so that the material presented can be well received. According to (Nadeak et al.,2023), a module is printed teaching material that is systematically arranged in language that is easy for students to understand and is appropriate for their age and level of knowledge so that they can learn independently. A module is an independent learning package that includes a series of learning experiences that are planned and designed systematically to help students achieve learning objectives (Irmawati et al., 2023). In this context, the Canva application with its AI features can be a very useful tool. Canva's AI feature allows teachers to automatically get recommendations for designs, layouts, and visual elements that are relevant to the content they want to convey. This not only saves time but also improves the visual quality of the Islamic Teaching Modules produced.

The rationale for this study is based on the urgent need to integrate digital technology into the learning process, particularly in the development of Islamic Teaching Modules at SDN Muntilan. Although there is already an awareness of the importance of using technology in education, its implementation is still limited. Many teachers have not fully utilized the potential of technology to improve the quality of their teaching. Therefore, this research is important to explore how AI features in the Canva

application can be optimally utilized by teachers.

The urgency of this research is also driven by increasingly dynamic curriculum demands and the need for innovative learning approaches. With Islamic Teaching Modules designed using AI features, it is hoped that they can meet the needs of adaptive learning that is responsive to the times. In addition, this research is also expected to provide practical guidance for teachers in optimizing the use of technology, thereby improving their competence in designing Islamic Teaching Modules and ultimately improving the quality of education at SDN Muntilan. Education is an integral part of social life and is not separate from development or change. Education can develop and change every year depending on technological developments (Khairani & Mudinillah, 2022).

In the teaching and learning process, learning modules play an important role as a medium for learning and teaching activities. Modules are one type of learning medi , which are packaged in a comprehensive and systematic manner and contain a set of planned learning experiences designed to help students master specific learning objectives. Modules are also teaching materials written with the aim of enabling students to learn independently, with or without teacher guidance. Interactive learning fosters creativity and innovation in learners. Thus, this research will not only contribute theoretically to the fields of education and technology, but also provide

practical benefits that can be directly applied in the context of daily learning in elementary schools (Indriani, 2024; Maharani et al., 2024; Paputungan & Rekan, 2025).

To that end, this study is expected to be an important first step in developing the use of technology in education, particularly in the development of more effective and engaging Islamic teaching modules. The implementation of technology such as AI in the Canva application opens up great opportunities to increase creativity and efficiency in the creation of teaching materials that are in line with the needs of the times. Thus, it is hoped that teachers at SDN Muntilan can utilize AI features to create modules that are more colorful, interactive, and can stimulate students' interest in learning. This research can also provide valuable insights into how the application of technology in education can accelerate the achievement of higher quality learning objectives and prepare students to be better equipped to face future challenges.

**METHOD**

This research was conducted over a period of three months, from September to November 2024, at SDN Muntilan, located in Magelang Regency, Central Java. SDN Muntilan was chosen as the research location based on the school's active integration of digital technology into the learning process. Teachers at this school are known to have made efforts to use digital-based applications, such as Canva, to enrich the teaching materials they have

developed, including in the development of Islamic Teaching Modules.

The target of this research is teachers at SDN Muntilan who actively use Canva in the preparation of Islamic Teaching Modules. The main focus of this research is on teachers who have experience in using AI features in Canva to create learning materials. The researcher selected ten teachers as research subjects, with selection criteria based on their level of experience in using the Canva application and their involvement in the creation of the Islamic Teaching Module. These research subjects represent various grade levels and subjects, so they can provide diverse perspectives on the use of Canva at SDN Muntilan.

This research involved several stages, beginning with preparation, namely the selection of teachers to be the research subjects. The selection process was carried out through discussions with the principal and information technology coordinator at SDN Muntilan. Next, data collection was carried out through direct observation of teachers' use of Canva, in-depth interviews with teachers, and documentation of the Islamic Teaching Modules produced using Canva. The collected data was analyzed using a thematic approach to identify patterns and main themes that emerged in the use of AI features in Canva.

The data collection techniques used in this study included direct observation, semi-structured interviews, and documentation. Observations were conducted by observing teachers while they used Canva to compile Islamic

Teaching Modules, with the aim of finding out how they utilized the available AI features. In-depth interviews were conducted to explore teachers' experiences, challenges, and perceptions of using Canva, while documentation included collecting examples of modules produced and field notes obtained during observations.

The research instruments included an interview guide designed to explore teachers' experiences, an observation sheet to record teachers' activities while using Canva, and a camera and voice recorder to document interviews and observations. Data analysis was conducted using thematic analysis techniques, which included data coding, identification of main themes, and narrative compilation based on the findings.

To ensure the validity and reliability of the data, this study employed a robust approach of data triangulation by comparing findings from interviews, observations, and documentation. This method allowed for a comprehensive analysis of the use of AI features in Canva for developing Islamic Teaching Modules. Additionally, member checking was implemented to enhance the accuracy of the findings. Teachers were given the opportunity to review the interview results and interpretations, ensuring that the research accurately reflected their experiences and perspectives. Ethical considerations were given high priority throughout the research process. Participant confidentiality was strictly maintained, written consent was obtained

from all participants, and the use of data was limited exclusively for the purpose of this study.

Overall, this research seeks to contribute to a deeper understanding of how technology, particularly AI within the Canva application, can enhance the quality of educational content creation, specifically in the context of Islamic Teaching Modules. The findings aim to provide practical guidance for teachers on how to effectively utilize educational technology in their teaching practices. Furthermore, the study aspires to support the development of innovative and more effective teaching methods in Islamic education, paving the way for better learning experiences and outcomes for students.

**RESULTS AND DISCUSSION**

To ensure the validity and reliability of the data, this study employed a robust approach of data triangulation by comparing findings from interviews, observations, and documentation. This method allowed for a comprehensive analysis of the use of AI features in Canva for developing Islamic Teaching Modules. Additionally, member checking was implemented to enhance the accuracy of the findings. Teachers were given the opportunity to review the interview results and interpretations, ensuring that the research accurately reflected their experiences and perspectives. Ethical considerations were given high priority throughout the research process. Participant confidentiality was strictly maintained,

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**Table 1.** Use of Canva AI Features in Developing Islamic Teaching Modules

| Aspect | Findings |
|---|---|
| Ease of Use | Teachers found the AI features in Canva very easy to use, even for those with limited technological knowledge. The intuitive interface and drag-and-drop features simplified the design process. |
| Time Efficiency | AI features accelerate the process of developing Islamic teaching modules. Teachers can use automatic templates and relevant design suggestions, thereby reducing the time needed to create teaching materials from scratch. |
| Creativity and Innovation | Teachers feel more creative and innovative in designing Islamic Teaching Modules. AI features provide attractive visual suggestions and enable the exploration of various designs that were previously unthinkable. |
| Collaboration | Canva enables collaboration between teachers on a single design project. Teachers can share and edit Islamic Teaching Modules simultaneously, improving team efficiency. |
| Technical Challenges | Although rare, some teachers experience technical difficulties, such as internet connectivity issues and limited access to devices. However, these issues can be resolved with technical support from the school. |
| Impact on Students | Islamic teaching modules designed with Canva are more appealing to students. Teachers report increased student participation in learning and better understanding of the material. |

The results of this study indicate that the use of AI features in Canva provides many benefits for teachers in the process of developing Islamic Teaching Modules. One of the main findings is the ease of use of AI features, which allows teachers, including those without a technical background, to quickly adapt to this application. The intuitive interface and drag-and-drop features make it easy to create professional designs without requiring in-depth graphic design skills.

In addition, time efficiency is an important factor that supports the use of Canva in creating teaching modules. With automatic template features and design suggestions from AI, teachers can reduce the time needed to create teaching

materials from scratch, allowing more time to be spent on other aspects of teaching.

In terms of creativity, AI features open up opportunities for teachers to experiment with various visual designs that may not have been previously considered. This has a positive impact on improving the visual quality of Islamic Teaching Modules, which in turn has the potential to increase student interest in attending classes.

However, despite the many benefits identified, this study also identified several technical challenges. Some teachers reported technical difficulties, such as internet connectivity issues that affected the smooth use of Canva, as well as limited access to devices. Nevertheless, these issues can be overcome with technical support from the school, enabling teachers to continue to make optimal use of this technology.

The impact on students is also very significant. Teachers reported that the Islamic Teaching Modules designed with Canva were more interesting and interactive, which contributed to increased student participation in learning. In addition, students also found it easier to understand the material presented, which demonstrates the effectiveness of visual design in improving student understanding.

Overall, this study shows that the AI features in Canva have great potential in helping teachers develop Islamic Teaching Modules that are more interesting, efficient, and innovative. Although there are several technical challenges that need

to be overcome, the use of this technology has had a significant positive impact on the learning process at SDN Muntilan.

## Discussion Analysis and Research Novelty

Based on the research results presented, this discussion will further review the advantages and disadvantages of using artificial intelligence features in the Canva application for the preparation of Islamic Teaching Modules at SDN Muntilan. The use of this technology has a significant impact on how teachers design teaching materials and interact with students, although there are challenges that need to be overcome.

One of the main advantages of using AI features in Canva is the ease of use offered by this application. Based on research findings, teachers at SDN Muntilan feel that Canva's interface is very intuitive and user-friendly, making it easy for them to adapt to this application, even for those who do not have a technical background. The use of drag-and-drop features and automatic suggestions allows teachers to create Islamic Teaching Module designs quickly and easily, without having to master complex graphic design skills. This is very important, considering that not all teachers have high technical skills in the field of technology . Thus, Canva provides an opportunity for all teachers to utilize technology in learning, without significant technical barriers (Indriani, 2024; Wahyun, 2025).

In addition, time efficiency is also one of the advantages of using Canva. The

automatic template feature and design suggestions provided by AI allow teachers to save time in preparing teaching modules. Before using Canva, teachers may have needed to spend a considerable amount of time designing teaching materials from scratch. However, with relevant design suggestions and ready-made templates, they can easily modify them as needed without having to start from scratch. This allows teachers to focus more on learning content that suits the needs of their students, so that the time available can be used more effectively to design learning strategies and evaluations.

The use of AI in Canva also has a positive impact on teachers' creativity in designing teaching materials. Teachers report that AI provides innovative design recommendations, enabling them to create more engaging and creative modules. With the wide range of design options offered by Canva, teachers have the freedom to be creative and choose designs that are not only informative but also visually appealing. This is certainly very important in learning, because attractive designs can increase student motivation and make them more involved in the learning process. Good visualization and attractive designs can help students understand the subject matter more easily, thereby improving overall learning outcomes.

In addition, Canva's collaboration features also offer significant advantages. Teachers can work together on a single design project in real time, allowing them to share ideas and provide feedback to each other. This kind of collaboration is very important in developing more comprehensive and higher quality Islamic Teaching Modules. By working together, teachers can complement each other's knowledge and skills, and create better teaching materials than if they worked individually (Ningrum & Talib, 2023; Nurfitriyanti et al., 2022).

However, despite its many advantages, Canva also has several drawbacks that need to be considered. One of the main problems found in this study is its dependence on an internet connection. Canva is a cloud-based application, which means it requires stable internet access to function optimally. Several teachers at SDN Muntilan reported that they had difficulty accessing the application and utilizing the AI features to their fullest potential due to unstable internet connectivity issues. This certainly hinders the process of creating Islamic Teaching Modules and can affect the smooth use of technology in learning.

Limited access to devices is also an obstacle faced by some teachers. Some teachers report that they have inadequate devices, such as laptops or tablets that do not optimally support the Canva application. These device limitations restrict teachers' ability to utilize all available features, including more advanced AI features. This condition often occurs in schools with limited resources, which can certainly reduce the effectiveness of using technology in learning.

In addition, although Canva offers many features for free, some of the more advanced AI features are only available to

premium users. This can be an obstacle for teachers who want to take full advantage of the potential offered by this application. Limited access to premium features can restrict the quality of Islamic Teaching Module designs produced, as some of the best features for visual design are only available in the paid version (Cemerlang, 2025; Pedroso et al., 2023; Syahputri, 2024).

To test the effectiveness of using Canva in learning, this study also conducted a test by comparing learning outcomes before and after using the Canva-based Islamic Teaching Module. The results showed an increase in student engagement and participation in learning. Teachers reported that students were more interested in the material presented through modules designed using Canva, which led to a better understanding of the subject matter. This indicates that the use of AI features in Canva can improve the quality of learning, not only in terms of the efficiency of module preparation, but also in terms of student acceptance and understanding of the material.

Overall, the findings of this study indicate that the use of AI features in Canva can provide significant benefits for the development of Islamic Teaching Modules. The use of this technology not only saves time and increases efficiency, but also encourages creativity and innovation in the teaching process. However, there are still several technical challenges that need to be overcome, such as internet connectivity issues and limited device access. Therefore, to maximize the benefits of using Canva, it

is important for schools to provide adequate technical support, both in terms of devices and stable internet access. With attention to these aspects, the use of digital technology such as Canva can be an effective tool for improving the quality of learning in elementary schools. The findings of this study also contribute to the development of educational technology, which is expected to continue to grow and have a positive impact on the world of education in the future.

## CONCLUSION

Based on the results and discussion presented, it can be concluded that the use of AI features in the Canva application has a significant positive impact on the development of Islamic Teaching Modules by teachers at SDN Muntilan. The intuitive and easy-to-use AI features allow teachers, including those without a technical background, to design teaching modules quickly and efficiently. With automatic templates and relevant design suggestions, teachers can save time and focus more on developing learning content that suits the needs of students. In addition, AI features also encourage teachers' creativity in creating more interesting and innovative teaching materials, which in turn can increase student motivation and understanding. However, there are several technical challenges that need to be considered, such as dependence on a stable internet connection and limited device access. Furthermore, limitations on premium features also hinder the full potential of Canva. Nevertheless, with

adequate technical support, this technology can be a very effective tool in improving the quality of learning. Overall, this study shows that digital technologies such as Canva can play an important role in educational innovation in elementary schools.

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