Implementation of Canva Application-Based Assure Model Learning Design in Fiqh Learning

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Abstract. *The purpose of this essay is to achieve a design for education that is in line with effective and efficient standards. The development of information technology requires teachers to be able to use it as much as possible to support learning. This writing uses a qualitative descriptive method, by describing the ASSURE model design based on the Canva application. The results showed that the use of the ASSURE model based on the Canva application added variety to learning and increased student learning motivation, by analyzing student characteristics, and learning styles, choosing appropriate methods, media, and teaching materials, and involving students actively in learning. In addition, the use of the Canva application-based ASSURE model learning design increases the value drastically in the evaluation of Fiqh learning. The ASSURE model learning design in a nutshell is the process of designing a learning model from analyzing the character of students, how to learn, choosing and applying methods, appropriate learning media, and conducting evaluations and revisions during learning. In designing Canva application-based learning, it is necessary to adjust to student interests and the times, so that the learning process is not boring and more interesting.*
Keywords. *ASSURE Model; Learning Fiqh; Canva App*

Abstrak. Tujuan penulisan ini adalah untuk tercapainya desain pembelajaran yang sesuai dengan perencanaan pembelajaran yang efektif dan efisien. Perkembangan teknologi informasi, mengharuskan guru bisa memanfaatknya semaksimal mungkin untuk menunjang pembelajaran. Penulisan ini menggunakan metode deskriptif kualitatif, dengan mendeskripsikan desain model *ASSURE* berbasis aplikasi canva. Hasil penelitian menunjukkan bahwa penggunaan model *ASSURE* berbasis aplikasi canva menambah variasi pembelajaran dan meningkatkan motivasi belajar siswa, dengan menganalisis karakteristik siswa, gaya belajar, pemilihan metode, media dan bahan ajar yang sesuai, serta melibatkan siswa secara aktif dalam pembelajaran. Selain itu penggunaan desain pembelajaran model *ASSURE* berbasis aplikasi canva meningkatkan nilai secara drastis pada evaluasi pembelajaran Fiqih. Desain pembelajaran model *ASSURE* secara singkat adalah proses desain model pembelajaran dari menganalisis karakter peserta didik, cara belajar, memilihi dan menerapkan metode, media pembelajaran yang tepat dan melakukan evaluasi serta revisi selama pembelajaran berlangsung. Dalam mendesain pembelajaran berbasis aplikasi canva perlu menyesuaikan dengan minat siswa dan perkembangan zaman, agar proses pembelajaran tidak membosankan dan menarik terlebih menarik.
Kata Kunci. *Model ASSURE; Pembelajaran Fiqh; Aplikasi Canva*

A. INTRODUCTION

Learning is essentially a process characterized by changes in a person. Changes as a result of the learning process can be indicated in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, and abilities as well as changes in other aspects that exist in individuals who learn (Rahmi et al., 2020). Learning is a process of mutual interaction between educators and students. The learning process will run well when designed in such a way (Festiawan, 2020).

The learning design is structured in such a way as to determine the desired direction and learning objectives. Learning design is very important for the continuity of the teaching and learning process so that it does not get off track and no time is wasted so that the message of the knowledge transfer process will be more effective. Every educator should be able to maximize time in teaching one way to maximize it is by making learning designs (Muzakki et al., 2021). However, not all learning designs run conductively, nor do all students understand them quickly (Hendra Noviandi, Neviyarni S, 2020). This kind of existence brings the teacher to understand the pattern of students first. One way is to follow the learning style according to the times.

The role of Canva application has started to be popular among students, so that is one of the efforts to develop and make it easier for students to capture information from the teacher. Islamic Religious Education (IRE) learning, especially Fiqh subjects, is generally monotonous, as there is no variation in learning which makes the class atmosphere livelier. From this, the importance of using audio-visual based on the Canva application in IRE learning, especially Fiqh subjects. It is necessary to emphasize the importance of using audio-visual based on the Canva application in learning using the ASSURE model so that students do not get bored in learning, most of them still use the monotonous method. In conclusion, from the explanation above, the author emphasizes to teachers that it is important to design an ASSURE learning model based on the Canva application in Fiqh subjects for the sake of learning effectiveness and efficiency. So, the purpose of this essay is to achieve a design for education that is in line with effective and efficient standards.

B. RESEARCH METHODS

This research is a field research method with a qualitative descriptive approach (Fadli, 2021). The subjects in this study were teachers and grade 9 students at MTsN Ibnu Athaillah Kapuh, Hulu Sungai Selatan District. The type of data used in this study is qualitative data related to the application of the Canva Application-based Assure Model learning design to Fiqh learning. While the data collection method used is the method of interviews and documentation. Data analysis used is the descriptive qualitative method (Darmalaksana, 2020). In this study, data analysis was carried out since the data collection as a whole was checked again (Ardiyanto, 2019). Researchers repeatedly match the data obtained, systematized, and interpreted it logically for the sake of data validity (Ardiyanto, 2019). The researcher attempted to re-describe the data collected regarding the implementation of the Canva Application-based Assure Model learning design in class 9 Fiqh learning at MTsN Ibnu Athaillah Kapuh, Hulu Sungai Selatan Regency.

C. RESULTS AND DISCUSSION
1. Assure Design Learning Model

Design is a breakfast word taken from Design which means planning or design (Thabroni, 2019). There is also something that means preparation (Muhajirin, 2017). According to the science of education management, planning is referred to as planning, namely preparation for compiling a decision in the form of steps for solving a problem or

implementing a job that is directed at achieving certain goals (Prawiro, 2019). According to another opinion, the learning design is described as follows: Learning design includes a process that is carried out systematically to solve learning problems, improve the quality of learning, or achieve certain learning objectives which consist of a series of activities for designing learning materials/products, developing and evaluating designs to produce effective and efficient designs.

Learning is a process of activity to systematically change student behavior by the teacher, or interaction between individuals to produce positive individual or environmental changes (Rahmi et al., 2020). Learning that is carried out formally is usually carried out in schools based on learning tools, media, and assessment instruments. Meanwhile, the learning model continues to develop from year to year. Experts continue to develop learning modes to support the quality of learning (Hasanah, 2018). One of the learning design models is ASSURE. ASSURE is an acronym for analyzing learner characteristics, state performance objectives, selecting (methods, media, and materials), utilizing material, requiring learner participation, and evaluation and responsiveness (Muzakki et al., 2021).

First, analyze the learner (student analysis). Before starting the lesson the teacher first analyzes students regarding their character, learning styles, and attitudes of students in learning. According to experts, there are three student learning styles, visual learning, auditory learning, and kinesthetic learning (Wulandari, Roemintoyo & Waluyo, 2020). The visual learning style relies on the sense of sight where students will easily understand and capture information through pictures. Second, auditory learning styles rely on the sense of hearing, in which students more easily understand the material with the help of sound or music, for example, the teacher teaches with the help of music. And the third is kinesthetic, which relies on body movements. By understanding students through the three learning styles earlier, learning will run more effectively and efficiently.

Second, stating objectives (Rasidi, 2016). Stating learning objectives on the material to be taught to students will make students understand more. When preparing a lesson plan, some things must be considered by the teacher, namely setting daily behavior that describes the material to the real world. ABCD is a format for explaining learning objectives, while ABCD stands for Audience (students), in this case, the students were asked by the teacher to demonstrate the behavior of the material after the implementation of learning was complete. Behavior, namely the ability of students shown to the teacher after the learning process. Condition, namely students can practice the behavior that has been set in the learning plan. Degree is the expected level where students can at least practice the behavioral material that has been carried out in learning.

Third, select methods, media, and materials (Sahertian et al., 2020). After the teacher knows the student's character, learning style, and behavior in learning, then the teacher chooses media methods and teaching materials that are adapted to the student's character, so that learning can take place effectively and efficiently. A good learning method is a method that is by the character of student learning, to support learning. Next, the learning media is used to support teachers in achieving maximum learning goals. Many learning media can be used by teachers, namely text, images, video, audio, and multimedia. Learning materials can be used to facilitate students in achieving learning objectives. Learning materials can be in the form of software or hardware. Software is a software program that teachers can use to support learning, for example, Microsoft PowerPoint, animation programs, and video player programs. While hardware is hardware that can help in using software, for example, computers, LCD projectors, TV, and DVD. Utilize methods, media, and materials (Iskandar & F, 2020). After selecting methods, media, and teaching materials, then the next step is the use of methods, media, and teaching materials.

Before doing the things mentioned above, the teacher should preview the teaching material or material that will be used. Don't do anything if you haven't checked. This means that the teacher checks what is needed in the classroom, where the learning activities carried out by the teacher will go well.

Fourth, require learner participation (demand student participation) (Kosilah & Septian, 2020). At this stage, the teacher should involve students actively in learning so that learning can run optimally. The teacher outlines what he wants students to be involved in class, such as group work, group presentations, and discussions. Teachers should avoid lectures throughout the learning session. Allow students to respond to opinions.

Fifth, evaluation and revision (Kasimovskaya et al., 2021). This last stage is often ignored by the teacher, even though this stage is feedback for the teacher and can find out how far his success is in teaching. In this stage, the teacher evaluates student performance, evaluates the effectiveness of using the components of the learning media used, evaluates the teacher's performance when conducting learning, and revises the weaknesses and errors identified in learning.

2. The Canva App

Based on the results of interviews given to students, it was found that most of them knew about the Canva application and it became a popular platform among teenagers (Rahmasari & Yogananti, 2021). Students use the Canva application through the website and android application for their personal needs such as Instagram feeds and others (Utama et al., 2022), The reason for using the Canva application in learning is because it is felt that maximizing their interest in the application will make learning easier (Widayanti et al., 2021).
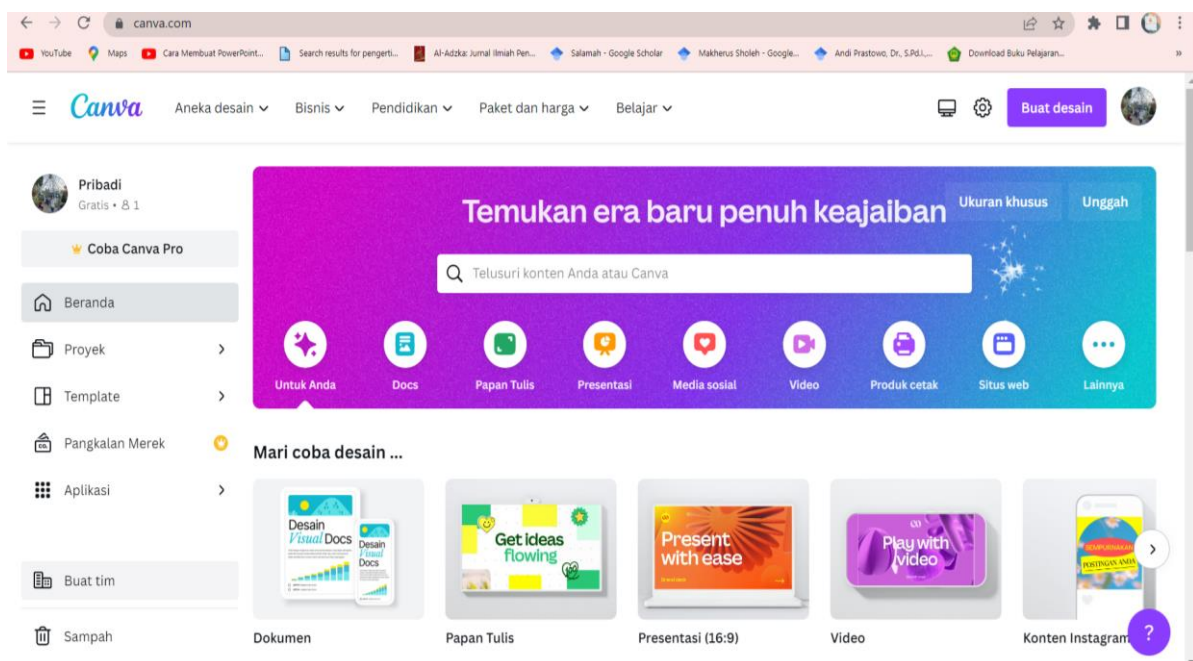

Figure 1. Display of the Canva Application User Interface

[Source: canva.com]

3. Assure Design Learning Model
a. Analyze Learner Characteristics

Before carrying out Fiqh learning, the teacher first analyzes the characteristics of students in general, the following is the result of an analysis of student characteristics in terms of the ability to understand the material:

Table A.1 Analysis of Student Characteristics Aspects of Understanding Material

No	Student's name	Average Ability	Minimum Completeness Criteria
1	Adwa Jauza Yumna	70	75
2	Alfina Rahmi	80	75
3	Alia Zahra	75	75
4	Anida Ishlah	80	75
5	Delishyabina Nurrahmah	70	75
6	Dhilla Sirren	80	75
7	Fatimah	80	75
8	Fatimatuzzahra	70	75
9	Hasuna Humaira	80	75
10	Hasuna Nadia	60	75
11	Mahdalina	90	75
12	Maudila Zahra	75	75
13	Maydina Kamilia Humaira	80	75
14	Miftahul Jannah	60	75
15	Nadia Khaira	70	75
16	Naylatul Jannah	80	75
17	Siti Nafisah	60	75
18	Syarifah Zubaidah Alydrus	60	75
19	Washifah Alya Mu'thina	80	75

Based on the table above, it can be concluded that some students have not met the minimum completeness criteria (KKM), and the level of students' understanding of Fiqh material is also not fully maximized. In addition, students' learning styles also vary. Some understand more quickly when learning with the help of pictures, there is also the help of videos showing audio-visual learning accompanied by teacher explanations. Because students have different learning styles, the teacher teaches using a projector that displays audiovisuals with the Canva application which contains teaching materials or Fiqh teaching materials.

b. State performance objective (Determining Learning Objectives)

The next step is to determine specific learning objectives so that students can observe behaviors that must be displayed in everyday life as an implementation of Fiqh learning. Subsequent conditions will include the use of technology and media in achieving learning objectives.

The following is an example of the learning objectives of the Fiqh chapter 'Ariyah and Wadi'ah, which are contained in the lesson plan: a] Believe in the provisions of ariyah and wadiah, b] Show respect for ariyah and wadiah, c] Displays a caring attitude towards others, d] Accustoms to an attitude of responsibility and discipline in ariyah and wadi'ah, e] Explains the meaning of lending and borrowing and its arguments, f] Describes the provisions of lending and borrowing, g] Implements the provisions of lending and borrowing in everyday life.

c. Select (Methods, Media, and Materials)

Because the average student has a different learning style, the teacher is required to choose the right and appropriate methods, media, and teaching materials, so that learning can be easily understood by students and run optimally, effectively, and efficiently. In the table above, some students have learning styles with the help of pictures or videos accompanied by teacher explanations, so the teacher can carry out the learning process audio-visually (image slides or videos) with the Canva application with the help of an LCD projector screen and audio (if needed during explanation). From the results of the right media, then the teacher chooses teaching materials that can support the learning media used for the learning process. Because the media to be used is in the form of audio-visual media, the teacher formulates the material according to the media chosen, namely in the form of learning audio-visual slides that originate from the Canva application.

d. Utilize Materials

After the selection of methods, media, and teaching materials, the next step is to apply methods, media, and teaching materials to the learning process. The stages of implementing methods, media, and teaching materials include planning, organizing, and actuating.

e. Require Learner Participation

At this stage, the teacher involves students' participation in the learning process, in order to foster student learning motivation. Psychologically, when students take part in learning, it can increase student learning motivation. In addition, the active participation of students also creates effective and not boring learning. In Fiqh subjects, students study the material first and then will present it in front of other students (done in the last 3-5 minutes).

f. Evaluation and Revision

The last stage that must be carried out by the teacher is the evaluation and revision stage (Isnaini et al., 2021). After carrying out the Fiqh learning process with the several stages above, the next step is to evaluate the learning outcomes. Data on the results of the application of learning fiqh with the ASSURE model learning design based on canvas in class 9 B MTs Ibnu Atha'ilah Kapuh after being applied.

Table A.2 Data on Fiqh Learning Application Results with the Assure Model Learning Design Based on Canva in Class 9 B MTs Ibnu Atha'ilah Data

No	Student's name	Average Ability	Minimum Completeness Criteria
1	Adwa Jauza Yumna	90	75
2	Alfina Rahmi	100	75
3	Alia Zahra	100	75
4	Anida Ishlah	100	75
5	Delishyabina Nurrahmah	80	75
6	Dhilla Sirren	100	75
7	Fatimah	80	75
8	Fatimatuzzahra	90	75
9	Hasuna Humaira	100	75
10	Hasuna Nadia	85	75
11	Mahdalina	90	75
12	Maudila Zahra	90	75
13	Maydina Kamilia Humaira	100	75

14	Miftahul Jannah	90	75
15	Nadia Khaira	95	75
16	Naylatul Jannah	80	75
17	Siti Nafisah	85	75
18	Syarifah Zubaidah Alydrus	90	75
19	Washifah Alya Mu'thina	100	75

Based on the table above, it can be obtained values that have a drastic increase, meaning that there is a real difference before and after the implementation of the Canva application-based Assure model learning design in class 9 B students. In addition to evaluating learning outcomes, learning evaluation also identifies deficiencies and obstacles during the learning process which are then carried out by a revision process, to improve the learning process even better in the future.

D. CONCLUSION

Based on the discussion above, it can be concluded that the application of the Canva Application-based Assure Model learning design to class 9 Fiqh learning at MTsN Ibnu Athaillah Kapuh, Hulu Sungai Selatan Regency is very effective in increasing Fiqh learning outcomes. The process of learning activities is relatively successful in changing student behavior by the teacher systematically. While the Assure model learning design is implemented through the stages: analyze learner characteristics, state performance objectives, select methods, media, and materials, utilize materials, require learner participation, evaluation, and revision. The Canva application-based learning design adapts to students' interests and the times so that the learning process of Fiqh is not boring and more interesting Do not forget to present new things so that students are motivated to repeat lessons outside of school.

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